tact sheets January 14, 1958 Mr. J. J. Sechowski Purchasing Agent University of Notre Dame Notre Dame, Indiana Dear Mr. Sechowski: As of January 1, 1958, the NAEB Fact Sheets were incorporated in the NAEB Journal. A subscription to that magazine is available at \$4.00 per year. If you desire to subscribe at this new prive, please let me know by return mail. Besides the Fact Sheets, the Journal contains many articles prepared by leaders in the field of education and concern utilization of radio and television for education as well as the specific field of educa-tional broadcasting. With the exceptions of June, July, August and September, the Journal is a monthy publication. Sincerely. (Mrs) Hadith B. Gans Secretary JBG: jw

## UNIVERSITY OF NOTRE DAME

NOTRE DAME-INDIANA PHONE: 3-7111 DATE\_\_\_\_\_12/18/57

**PURCHASE ORDER** 

National Assoc. of Educational Broadcasters 14 Gregory Hall University of Illinois Urbana, Illinois

# Order No. H 14118

THE ABOVE MUST APPEAR ON ALL IN-VOICES, DELIVERY TICKETS, SHIPPING MEMORANDUM AND PACKAGES.

CONFIRM ORDER, GIVING SHIPPING DATE RENDER ALL INVOICES

IN TRIPLICATE TO PURCHASING DEPT. UNIVERSITY OF NOTRE DAME

DELIVERIES	PLEASE SHIP THE FOLLOWING BY								
	Quantity Ordered								
	1	Fact Sheet		2.50					
			NAEB HEADQUARTERS  0.20 20 1957  7 8 9 10 11 12 1 2 3 4 5 6						
				mm					
OFFICE MEMO ONLY	Engli	sh Reg- C-03117							

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BILLING INSTRUCTIONS

- 1. MAIL INVOICES (IN TRIPLICATE), SHIPPING LIST AND BILL OF LADING ON THE DAY SHIPMENT IS MADE.
- 2. STATE YOUR DISCOUNT TERMS FOR PAYMENT ON INVOICES. IF NOT SHOWN, 2% ON 10th AND/OR 25th OF THE MONTH WILL BE APPLIED.
- 3. DELIVERY TICKETS AND INVOICES MUST SHOW PURCHASE ORDER NUMBER.
- 4. WE WILL PAY NO CHARGE FOR PACKING, LOADING OR DRAYING.

UNIVERSITY OF NOTRE DAME

#### Jermary 13, 1953

Dr. Charles Osgood, Director Institute of Communications Research 120 Gregory Hell Urbana, Illinois

Dear Charlies

Sorry not all our <u>Fact Sheets</u> are available, and I'll have to ask that the attached notebook be returned.

Some, in single copies, are at the printers, and won't be back for a while. They'll be published in the MAEB Journal from now on.

Many of my thoughts, beyond Fact Sheet facts, are in my talk copy.

I'd urge remembering:

-- the need for all electronic (radio as well as TV) tools in planning
-- low-power possibilities eventually, on UEF, for the time when closedcircuit becomes unconomical —— as well as to serve to eliminate the
need for students to live in University housing, which is the only type
of housing closed circuit would serve.

- including low-power FM (for radio) on the seno basis

— keeping open the acceptance or non-ecceptance of enrollment trands for undergraduates —— since basic changes in present graduate-undergraduate relationships curriculum-wise are possible.

-Alvoiding saying that radio and/or TV have little value at the graduate level in view of the research, engineering, dentistry and other uses

in an age of proliferating equipment and space costs.

-- Mention of the need for informal continuation work at the graduate level in view of year-to-year technique changes. The University's diploman and degrees are more "conditional" (requiring lifelong "refreshers") than at any time in the past, if its responsibilities as a great university are to be met.

I hope this helps. Sorry three upcoming meetings in the next ten days prevent my spending more time on this right now.

Regards,

Harry J. Shornia Executive Director

HJS/die GC: Richard Rider Hugh Cordier J. Richard Suchman Stowert S. Cairas OFFICE OF THE AF CONTRACTING OFFICER SCHOOL OF AVIATION MEDICINE, USAF RANDOLPH AIR FORCE BASE, TEXAS AMED HEADQUARTERS

TOS

NATIONAL ASSOCIATION OF EDUCATIONAS BROADCASTERS 14 GREGORY HALL URBANA, ILLINOIS

Date: 7 Jan 58

Ref. No. LIB-58-LP-36

This is a request for price and earliest possible delivery information on the below-listed supplies or services. Please complete the original and return on or before 17 Jan 58 . If you are unable to quote, it is requested that you so indicate on this form and return to this office.

ITEM:

DESCRIPTION:

QTY: UNIT: UNIT PRICE:

TOTAL AMOUNT:

1. Educational Television Research
Fact Sheet, Subscription for 1958 1

sub.

\$4.00

As of January 1, 1958 the NAEB Fact Sheets were incorporated in the NAEB Journal. The Journal contains many articles prepared by leaders in the field of education and concern utilization of radio and television for education as well as the specific field of educational broadcasting. With the exception of June, July, August, and September, the Journal is a monthly publication.

BIDS	ARE	FIF	MS	FOR				DAYS					
DELIV	ERY	F.	0.	В.	RANDOLPH	AFB,	TEXAS		DAYS	AFTER	RECEIPT	OF	ORDER
									TERM:				

Fact Sheets

January 14, 1958

Mr. B. A. Mevey, Principal Emerson Elementary School Wichita Public Schools Wichita, Kansas

Dear Mr. Mevey:

As of January 1, 1958, the NAEB Fact Sheets were incorporated in the NAEB Journal. A subscription to that magazine is available at \$4.00 per year. If you desire to subscribe at this new price, please let me know by return mail.

Besides the Fadt Sheets, the Journal contains many articles prepared by leaders in the field of education and concern utilization of radio and television for education as well as the specific field of educational broadcasting. With the exception of June, July, August and September, the Journal is a monthly publication.

At this time we are out of back issues of the Fact Sheets, but I believe we will be reprinting some soon. If you desire back issues, may I suggest that you write me in the near future, and I will try to fill your request at that time.

Sincerely,

(Mrs.) Judith B. Gans Secretary

JBG: jw

Wade C. Fowler, Superintendent

# WICHITA PUBLIC SCHOOLS Wichita, Kansas

EMERSON ELEMENTARY SCHOOL 437 No. Waco St. (2) Benjamin A. Mevey, *Principal* 

December 24, 1957

Education Television Research National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

#### Gentlemen:

I would like to subscribe to the <u>Fact Sheet Service Bulletins</u> which are suggested in Dr. Alexander Stoddard's <u>Schools For Tomorrow: An Educator's Blueprint</u>. Please send earlier issues if they are available. Since I am making a study of the effects which a "reorganization for television" may have on the achievement of fifth grade pupils in Wichita, I am interested in all research which has and is being done which involves teaching elementary pupils in large groups.

Thank you very much for any information which you may be able to send me. Please send any correspondence to the following address:

B. A. Mevey 130 South Charles Wichita 13, Kansas

Sincerely yours,

B. A. Mevey

NAEB HEADQUARTERS

7,8,9,10,111,12,1,12,2,1

Fact sheet correspondence March 8, 1957 Mr. Irving R. Merrill Director of Television Research Station WKAR-TV Michigan State University East Lansing, Michigan Dear Irv: I fear I've slipped up on you. Got a man to help with the Fact Sheets Which had begun to accumulate. Among them was one on "Radio Listening Patterns in a Canadian Community "Before" Television, " Attached is a copy. I think I was thrown off by its being a radio study, which wasn't the way I recalled the one I intended to send you. It now appears that it's one and the same. Mea Culpa! Thanks very much for the Progress Report on the Case Institute Study. It's very interesting. Fine job, old boy. Our sincere thanks. It should go out with several others next week. Sincerely. Harry J. Skornia Executive Director HJS/dfc Enclosure

#### MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE . EAST LANSING

TELEVISION STATION • WKAR-TV

March 5, 1957



Mr. Harry J. Skornia Executive Director, NAEB 14 Gregory Hall Urbana, Illinois

Dear Harry:

Enclosed is my review of "Closed Circuit Television In Engineering Education."

I am still holding myself in readiness to review the Halifax Study of the CBC. One of their new employees was in my office Friday, which coincidence prompts me to inquire of you, if the CBC ever forwarded copies of their report and permission to review.

See you at Columbus.

Sincerely,

Irving R. Merrill

Director of Television Research

IRM:lam

Enclosures

DR. KARL BECKER

Jule fact Sheets

RECEIVEL

NAEB HEADOUARTERS
FREIBURG IM BREISGAU
HERRENSTRASSE 10 / IELEFON 3840

B/u

B/u

7|8|9|10|11|12|1|9|00|

Sehr geehrter Herr Direktor Skornia!

Ich bedanke mich bestens für Ihr freundliches Schreiben vom 7. Januar und füge hier die ausgefüllte Karte bei. Gerne möchte ich auch weiterhin das NAEB-Journal beziehen und überweise gleichzeitig \$ 4.- für das Jahr 1958.

Meine Studenten und ich verfolgen mit großem Interesse Ihre Bemühungen um das Educational Television und beglückwünschen Sie zu den großen Erfolgen.

Mit herzlichem Dank und freundlichen Grüßen

Ihr

gez. Dr. Karl Becker für den abgereisten Herrn Dr. Becker

Das Sekretariat: Wm

Read-Wishes Ho continue Sub scription

Jack

February o, 1958

Dear Miss McCall;

please return the postcard, first putting your correct address in the blank area? I am also, enclosing the individual membership application in case you are your questions. If you would care to subscribe, will you invancing a change in format. I think this letter answers in an aver to your request of January 31, I am attaching turn letter wrick was sent to our Fact Sheet authorities.

Sincerely,

attacket from little lnc. B-54 teach

Holt Glahama Jan. 31, 1958 Dear Airs, well you pleas put me on your mailing list for your Fact Sheet Service Bulletins if they are not The please send me price list-Verytruly yours (Min) Loutrette MCBII Series Docial Studies Teacher

January 30, 1958

In answer to post card received 1/30/58 from Mr. Reynolds.

Mr. Neil B. Reynolds
Educational Relations Services Dept.
General Electric Company
Building 2, Room 243
Schenectady 5, New York

Dear Mr. Reynolds:

During the first two weeks in January, I received an order blank from a Mr. Carl Lindgren, requesting information about our Fact Sheets, etc. On January 14, I wroke Mr. Lindgren explaining the details regarding our new Fact Sheets explaining however, that because the purchase order for a renewal was sent to us before the end of 1957 (even though we didn't receive it until the first week in January), you could renew your Fact Sheet subscription at the old price of \$2.50.

I would like to know therefore, whether you <u>still</u> wish to discontinue your subscription or whether you now would like to continue receiving the Fact Sheets at the usual \$2.50 price, per my original letter of January 14. May I hear from you or Mr. Lindgren regarding this matter.

Sincerely,

(Mrs.) Judith B. Gans Secretary

Enclosure (photo of 1/14 letter)

Fact Sheets January 14, 1958 Mr. Carl E. Lindgren Purchasing Agent Educational Testing Service 20 Nassau Street Princeton, New Jersey Subject: Mr. B. Shimberg's renewal subscription Dear Mr. Lindgren: As of January 1, 1958, the NAEB Fact Sheets were incorporated in the NAEB Journal. A subscription to that magazine is available at \$4.00 per year. If you desire to subscribe at this new price, please let me know by return mail. Besides the Fact Sheets, the Journal contains many articles prepared by leaders in the field of education and concern utilization of radio and television for education as well as the specific field of educational broadcasting. Withtthe exception of June, July, August and September, the Journal is a monthly publication. However, since Mr. Shimberg's was a renewal, and since we received the order before the end of 1957, we will only charge you \$2.50.

Sincerely,

(Mrs.) Judith B. Gans Secretary

JBG?jw



### EDUCATIONAL TESTING SERVICE

20 NASSAU STREET, PRINCETON, NEW JERSEY

PURCHASE ORDER

ABOVE ORDER NUMBER MUST APPEAR ON ALL INVOICES, B/L, CASES, BUNDLES, PACKING LISTS AND CORRESPONDENCE INVOICE IN DUPLICATE

SUBMIT PROOF BY

DATE

December 17, 1957

PURCHASED FROM .

National Association of Educational Broadcasters 14 Gregory Hall

COMPANY NAME

AUTHORIZED SIGNATURE

DATE

ADVISE IMMEDIATELY IF UNABLE TO MEET DELIVERY DATE

Urbana, Ill.

SHIP QUANTITY Above AS SHOWN TO .

Attn: Mr. B. Shimberg P.O. 46664

SHIP PREPAID F.O.B. DESTINATION DELIVERY REQUIRED

Jan. 1958

ITEM	QUANTITY	DESC	D . D W		PRICE	
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				EDUCATIONAL TESTING	G SERVICE	
ACKNOWLEDGE PROMPTLY STATING ACTUAL OR						
ESTIMATED PRICE AND SPECIFIC SHIPPING DATE.						
→ AC	KNOWLEDGM	IENT COPY PLEASE COMPLETE AND RETURN 1	TO US A	T ONCE. PURCHASE ORDER NO	46664	
	,		ITEM	SHIPPING DATE	PRICE	
TO: EDUCATIONAL TESTING SERVICE 20 NASSAU STREET PRINCETON, NEW JERSEY ATTN. PURCHASING DEPARTMENT			15T			
	THE ABOVE ORDER	WITH TERMS AND CONDITIONS D OUR ORDER NO.	2ND			
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## EDUCATIONAL TESTING SERVICE

20 NASSAU STREET, PRINCETON, NEW JERSEY

RECEIVED NAEB HEADOUARTERS

JAN 25 1958

22nd, January, 1958

Mr. Harry J. Skornia Executive Director National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

#### Dear Harry:

We have recently reviewed our organizational affiliations to determine which of them might be terminated. It was the concensus of the committee (and I must reluctantly concur) that since ETS has only a nominal interest in educational broadcasting, our continued membership in NAEB can hardly be justified. At the present time we are mainly interested in keeping up with research in educational television and believe that a subscription to the NAEB Journal will serve this purpose. I have, therefore, requested that such a subscription be ordered.

I have great admiration for the work that you and your staff are doing and I wish you success.

Cordially,

Ben

Benjamin Shimberg Staff Associate Office of the President

BS:lfw

fort 8 heets

Province of Saskatchewan

#### DEPARTMENT OF EDUCATION

SUPERVISOR OF SCHOOL BROADCASTS REGINA, SASK.

January 15, 1958. ERS

1819/10/11/12/11/2/8/4/5/6

N.A.E.B. 14 Gregory Hall, Urbana, Illinois.

Dear Sirs:

Carriero 2

Thank you very much for your notification.

Under separate cover you will be receiving my individual subscription to the "Newsletter" and "Journal".

Sincerely yours,

Sextrale murray M. Gertrude Murray,

Supervisor, SCHOOL BROADCASTS BRANCH.

MGM/ms

Joel Shet May Miss Lucile Napier Asst. Libra Aeromedical Library USAF School of Aviation Medicine Randolph Air Force Base, Texas Dear Miss Napier: In reply to your letter of May 22, it is our practice to assessically

renew all factsheet subscriptions unless we have notice to the contrary.

If you wish to cancel the subscription, please let us know.

Sincerely.

Mrs. Margaret Enderby Traffic Manager

godn & cicele,

ALROMEDICAL LIBRARY USAF School of Aviation Medicine Randolph Air Force Base, Texas May 22, 1957

Educational Television Research Fact Sheets National Association of Education Broadcasters 14 Gregory Hall, Urbana, Illinois

#### Gentlemen:

It has come to my attention that we are receiving a subscription for 1957 to the EDUCATIONAL TELEVISION RESEARCH FACT SHEET.

I have no record of a purchase request, a purchase order or any document which would justify government payment for the item.

Would you please look in your records and find out the purchase request number, the purchase order number, the bid number or any other information which might establish a record of order.

We secured a subscription for 1955 and 1956 on P.O. 41(607) 56-486 dated 7 Feb. 1956. We paid for it on Voucher no. 57-116 dated Nov. 27, 1956. We requested a subscription for 1957 on Purchase request LIB-57-Lp-26, dated 18, Oct. 1956 but it was cancelled by our Purchasing and Contracting because there were no bids.

I will be most grateful for any information which you may be able to give me since I would like to make a request for payment for the subscription as soon as the records are straight.

Yours truly, Luch Nopin

Lucile Mapier, Asst. Librn.

X Parks

Fact Sheels



### EDUCATIONAL RELATIONS CORPORATE SUPPORT SERVICE

ONE RIVER ROAD, SCHENECTADY 5, NEW YORK . . . . TELEPHONE FRANKLIN 4-2211

February 3, 1958 NAEZ HEADQUARTER

7/8 9/10/11/12/11/19

Mrs. Judith B. Gans, Secretary National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

Dear Mrs. Gans:

Thank you for your courtesy in notifying me that the N.A.E.B. Fact Sheets are still available at the usual \$2.50 price. I am sorry to say that I have no present use for these sheets, and I do not plan to subscribe to them this year.

I appreciate your calling this to my attention.

Sincerely yours,

Neil B. Reynolds/k

Rul B. Keyralda

NBR/k

February 4, 1958

Mr. Robert B. Burrows Assistant Professor of Speech College of Arts and Sciences West Virginia University Morgantown, West Virginia

Dear Professor Burrows:

The only form in which we have the kind of information you request in your letter of January 27 is our TV Research Fact Sheets. These are reports on research issued periodically, but at irregular intervals and have been available on a subscription basis at \$2.50 per year.

As of January, 1958, the <u>Fact Sheets</u> have been incorporated into our NAEB <u>Journal</u> and will no longer be issued separately. We do have back copies of the <u>Fact Sheets</u> and will be happy to send you all those issued in 1956 and 1957 if you care to purchase them for \$5.00.

Since the <u>Fact Sheets</u> are now included in our <u>Journal</u> you might be interested in an Individual membership in the NAEB. The annual dues for such membership are \$7.50 and this entitles you to receive the NAEB <u>Newsletter</u> and the NAEB <u>Journal</u>. In addition you will be sent the announcements and other information we send to our members from time to time. I have enclosed brochures describing the work of the Association and an application formfor Individual membership in case you are interested in applying.

Sincerely,

Harold E. Hill Associate Director

HEH/dfc Enclosures B\_3, 4, 9, 54 West Birginia University

COLLEGE OF ARTS AND SCIENCES
MORGANTOWN

DEPARTMENT OF SPEECH

January 27, 1958



JAN 30 1958 78 91011112 1128456

Mr. Harold E. Hill, Associate Director National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

Dear Mr. Hill:

In February, 1956, when I was doing research work at Ohio State University, you very kindly sent me some information on the use of Radio and Television in the classroom. I am interested in any new information, such as reports, statistics, and various bulletins, concerning this aspect of Educational Broadcasting as well as facts and figures dealing with the current number of Educational Radio and Television stations, etc.

I would be grateful for any such information which has come out in the past two years, if you have copies on hand that you could send me. Thank you.

Sincerely yours,

Robert B. Burrows Assistant Professor of Speech

RBB:pc

Just bleest

February 7, 1958

Fred Braun, Lehrer Oberwinter am Rhein Hauptstrasse 228 e West-Deutschland

Sehr geehrter Herr Braun:

Recht herzlichen Dank für ihren Brief vom 3. Januar. Anbei füge ich tinige Exemplare unserer NAEB TV Research Fact Sheets für welche sie sich wahrscheinlich interessieren werden.

Seit dem 1. Januar dieses Jahres sind die <u>Fact Sheets</u> als <u>NAEB Journal</u> zusammengefasst worden. Dieses Magazin ist für \$4.00 per Jahr erhältlich. Im Falle dass sie daran interessiert sind die Magazine für den obenerwähnten Preiss zu erhalten, schreiben sie uns bitte sofort.

Das <u>Journal</u> enthält, Ausser den <u>Fact Sheets</u>, viele Artikel von führenden Personlichkeiten auf dem Erziehungsgebiet mit Bezug auf den Gebrauch von Radio und Fernsehen für Erziehungszwecke. Mit der Ausnahme von Juni, Juli, August und September erscheint das <u>Journal</u> monatlich.

Zur Zeit haben wir keine rückstandigennAusgaben der Fact Sheets zur Verfügung, aber ich glaube dass wir beld einige drucken lassen werden. Im Falle dass sie gerne früher erschienene Ausgaben der Factscheets erhalten möchters schreiben sie mir bitte und ich werde versuchen ihrem Wunsch nachzukommen.

Hochachtungsvoll,

Hans J. Massaquoi Newsletter Editor Fred Braun
Lehrer
Oberwinter / Rhein
Hauptstr. 228 e
W. Germany

HEK - Have you reply?, cplease handle) Jan. 3. 1958.

Souciation for Education by Radio-IV.

Chicago 1.

J'm a teacht in a german primary school. From the U.S.- Information-Service - Cultival Attaché - I recieved e letter, in wich he told me to ask al your institution for the best informations about educational television.

As you surely know, in Germany this form of school-training isn't used, but I think, it will be in a few years. Therefore I'm very interested in all experiences, wich are made in the States. May I beg you to send me some study-materials about educational television in primary-schools?

Please excuse me, if I made some mistake. in this letter, but I did'nt write in english for many year.

I shank you very mich for your listening my wisher and deciphering my writing.

Sincerely, Fred Raine

#### SAN JOSE STATE COLLEGE SAN JOSE 14, CALIFORNIA

February 5, 1958



Dr. Harry J. Skornia, Executive Director N. A. E. B. 14 Gregory Hall Urbana, Illinois

Dear Dr. Skornia:

Recently I saw a copy of your Series VII report "Administration and Faculty Reactions to Educational Television and Radio." I would also like a copy of "ETV Research Fact Sheet Service" - Series VII, #5.

We would it be possible for me to obtain a copy of

(Mrs.) Gaither Lee Martin Supervisor of CCTV Projects

GIM/mlm

Sincerel.

Fact Sheek February 26, 1958 F. W. Faxon Company, Inc. 83 Francis Street Boston 15, Massachusetts Gentlemen: I am returning to you the subscription order for NAEB TV Research Fact Sheets from the Serials Department Library, University of North Carolina and from the State College of Washington, Pullman, Wasington. As you will note by the enclosed mimeographed letter, the Fact Sheets are now incorporated in the NAEB Journal, and I believe these two schools already subscribe to that publication. The Serieals Department at North Carolina is paid up till March, 1958. Perhaps they would like to put through a renewal at this time to insure the continued delivery of the Journal. The State College of Washington - Library is paid through July of 1959. I assume this Department is the same as the Department that subscribed to the Fact Sheets. If there are any questions regarding this subscription(s), please let me know. Sincerely, (Mrs.) Judith B. Gans Secretary Enclosures (returning subscription blanks) Fact Sheet letter Individual Membership Blanks

F. W. Faxon Company, Inc. 83 Francis Street Boston 15, Massachusetts

#### Gentlemen:

I am returning to you the subscription order for NAEB TV Research Fact Sheets from the Serials Department Library, University of North Carolina and from the State College of Washington, Pullman. As you will note by the enclosed mimeographed letter, the Fact Sheets are now incorporated in the NAEB Journal, and I believe these two schools already subscribe to that publication.

If there are any questions regarding this subscription(s), please let me know.

Sincerely,

Mrs. Judith B. Gans Secretary

Enclosures (subscription blanks, F.S.letter, Ind. Mem. application) March 4, 1958

Mr. Ronald J. McBeath 716 1/4 West 30th Street Los Angeles 7, California

Dear Mr. McBeath:

Thank you for your letter of February 26 regarding our Fact Sheets. You are correct in assuming that authors, reviewers, researchers, and so on work in conjunction with each other and therefore although we have listed five men as having contributed to Series III, Article I, their work was on one article and not on a series of articles.

I am returning your check, along with a new up-to-date index. You will note that there have been additions to Series I and II (and others) and that we have added an entirely new Series -- number VII.

For \$7.50 we will send you all of Series I, II, III, IV, V, VI and VII and for an additional \$4.00 your name will be added to our mailing list to receive all Fact Sheets distributed this year and the Journal (see enclosed mimeographed letter.) If you still desire only those which you listed in your letter, the price is only \$5.90 -- not the \$6.30 you anticipated. If you do purchase other material, you could send us back the same check and just make up the difference with another check, saving you the trouble of trying to get a refund on a money order.

I am also sending with this letter a listing of all materals we have available. Perhaps you might find something of interest listed in this booklet and desire to purchase it.

I hope this letter has been of help to you and didn't confuse you too much. If there is anything I can do for you, please let me know. Your order will be filled immediately upon arrival.

Sincerely,

(Mrs.) Judith B. Gans Secretary

Enclosures (5)

## RECEIVED NAEB HEADQUARTERS

The Secretary,

National Association of Pappalti 1950 Breadcasters,

Dear Madam,

7|8|9|10|11|12|1|2|3|4|5|6

I thank you for your prompt reply to my request on 6.30,
December 12th. 1957. I have enclosed and would like you to forward at your earliest convenience the following "Fact Sheets" listed in the Chronological Index you forwarded to me.

Contoc	Ŧ	1 29	inclusive.	300
pertes	1.	1-52	THETUSIVE.	120
Series	II.	1-12	19	70
Series	III.	1-7	1T	50
Series	IV.	3,7,8	,9(a),11.	590
Series	VI.	1,2,6		9 / •

I do not fully understand your indexing system. If you have more than one article under each title, do you send them all for 10¢, or must I write back and order the others by author's name? For example, Series III - 1 is attributed to five contributors. Did they do it in conjunction, or are they separate articles? I would appreciate it if you would inform me about any additional articles you have mimeographed up to December, 1957.

Thank you for your help.

Yours Sincerely, he Beath

December 12, 1957

Mr. Ronald McBeath Vann Apartments 50h-W, hist Drive Los Angeles 37, California

Dear Mr. McBeath:

Thank you for your letter of December 2. Enclosed is a sample of our NAEB TV Research Fact Sheets and an Index. Fact Sheets are priced at 10¢ each or \$2.50 for all those issued during the year. As of January, 1958, the Fact Sheets will be incorporated into the NAEB Journa, and will no longer be mimeographed. The subscription price at thisttime will be \$4.00 per year.

The Fact Sheets are an effort to digest and centralize available research principally on the effectiveness of radio and TV as instructional tools. The Sheets are issued as a continuing series at irregular intervals.

I am also enclosing a list of our materials available for sale. I think you will be able to find something of interest listed here. If you desire more information, please let us know.

Sincerely,

Judith B. Gens (Mrs.) Secretary

Enclosures



Vann Apartments, 504-W, 41st Drive, Los Angeles 37, California. December 2nd.

The Secretary,
National Association of Educational Broadcasters,
Urbana, Illinois.

Dear Sir,

I am a New Zealand school teacher studying Educational Television at the University of Southern California, so that I may be able to help produce educational programs in New Zealand when television is set up there.

Would you be kind enough to forward any available literature to me, or inform me where I may be able to acquire some, which would help me in my studies in this field?

Hoping you can oblige me in this matter,

Yours Sincerely,

Lonald In Beath

Miss Margaret L. Gordon 2718 Mapleton Avenue Norfolk, Virginia

Dear Miss Gordon:

Thank you for your letter of March 3 regarding the NAEB Research Fact Sheets. Due to an error on our part, your name was never placed on the Fact Sheet mailing list. I am therefore enclosing the Fact Sheets which were printed from June to December, 1957. I assume you received those which were printed prior to June. If this assumption is incorrect, please let me know and we will see that you receive those Fact Sheets.

I am also enclosing a mimeographed letter explaining our new Fact Sheet printing and price. Because your name was not on our mailing list, you would not have received notice of this change and therefore could not take advantage of continuing your subscription at the old price of \$2.50 rather than the new price of \$4.00. If you desire to continue subscribing during 1958, we will let you have the <u>Journal</u> for only \$2.50.

I am sorry for this error and hope you haven't been inconvenienced too much. Please let us hear from you.

Sincerely,

(Mrs.) Judith B. Gans Secretary

Enclosures

2718 Mapleton Avenue Worfolk, Virginia NAEB HEADQUARTERS

MARK 6 1958

7 9 10 11 12 12 3 4 5 6

Business Office Bursar's Division University of Illinois Urbana, Illinois

Dear Sirs:

On June 28, 1957, I mailed a check for \$2.50 to your office to wower the cost of a subscription to the NAEB - TV Research Fact Sheets.

40 A April 16

I have not received any of these fact sheets since the summer of 1957.

Please advise me concerning the disposition of my \$2.50 subscription for I am very anxious to receive this research service.

Very truly yours,

( Miss) Margaret L. Gordon

# METROPOLITAN EDUCATIONAL TELEVISION ASSOCIATION INCORPORATED



345 EAST 46 STREET NEW YORK 17, N.Y.

OXford 7-0058

DIRECTOR OF OPERATIONS

February 26, 1958

National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

Attention: Fact Sheet Service

Gentlemen:

I am a little confused by your survey concerning the Fact Sheet Service.

META does belong to NAEB and META does want to receive this Fact Sheet Service.

If it is not included in our current membership, will you please take this as authorization to bill us for the additional amount involved.

Very truly yours,

E. A. Hungerford, Jr.

EAH: bes

#### STATE UNIVERSITY OF NEW YORK

ALBANY

OFFICE OF THE UNIVERSITY ARCHITECT

3,8,9,10,11,12,1,12,3,4,5,6

University of Illinois Urbana Illinois

Attention R. F. Wood, Supervisor of Credit Collections

#### Gentlemen:

In reply to your letter of February 14, 1958 we wish to advise that according to our records invoice 10193, and 21554 totaling \$7.50 were paid by New York Check number 958738 dated February 5, 1958.

We understand your invoice #21620 in the amount of \$4.50 should be Vouchers for the Education Department, Education Building, Albany, New York.

Vouchers for the Education Department invoice #21620 are being forwarded to you by that Department.

We would like to request that future billing for subscription to Education Television Research Fact Shorts

Education Television Research Fact Sheets be sent to the Education Department.

As of this date we have no use for this subscription and would ask that you cancel any subscription of State University of New York as of December 31, 1957.

If. at any time, in the future we have need of this service we will resubscribe to Educational Television Research".

In the event you have no record of receiving the above check for \$7.50 we will be pleased to check the endorsement and bank it was deposited in from the cancelled check in the Comptroller's office.

Very truly yours,

John H. O'Brien Purchasing Agent

JHO'B/ep

March 5, 1958 had Mr. John E. Miller 1029 Aropoboe Los Angeles 6 California Dear Mr. Miller: Your request of March 2 was not specific enough for me to determine just what information you desired regarding educational broadcasting. Therefore, I am enclosing a list of the materials we have available. and possibly you can find publications listed which are of interest to you. I am also enclosing a mimeographed letter regarding the Fact Sheets (which are priced at 10¢ each or \$4.00 per year) and will send you a Fact Sheet index in a few days. If you desire to subscribe to this service on a yearly basis, please return the enclosed postal card with your name and address printed in the upper left-hand corner. You will find your check also enclosed. I am sorry I could not be of immediate service to you, but hope that we have been of some help. Sincerely, (Mrs.) Judith B. Gans Secretary Enclosures

morch 2 1958 Dear Sir Would you please send me the n.A. E.B foot Sheet as a contilate for on ma. in Telecommunications of U.S.C. this data to of pertenance Sencialy John & Miller 1029 anopoloe LP6 Calip RECEIVED

NAEB HEADQUARTERS

71819110111112111213141516

225 Card Dent 1958

41, York Mansions,
Prince of Wales Drive,
London, S.W.11.

March 17, 195 I have the Facts Sheet review. It's fine: please thank Irving Merrill for me. By the way, it is O.K. at this end for my own name to go under the name of the report (i.e. W.A. Belson, Audience Research Department. ..... For your record, will you note that I have now moved from the BBC and am a member of the staff of the London School of Economics (Houghton Street, Aldwych, London, W.C.2. Best wishes, Yours sincerely, (Bill Belson).

Judith Gans March 11, 1958 Mr. A. Veinstein Centre D'Etudes De Redio-Television 37, rue de l'Universite Paris-VII<sup>e</sup>, FRANCE Dear Mr. Veinstein: It was indeed by error that you were billed. You will continue to receive the MARB Newsletter and Journal (including Pact Sheets), at no charge, in exchange for Cahiers D'Etudes. Sincerely. Harry J. Skornia Executive Director HJS/dfe GC: Frank Schooley Judith Cans Barbara Stevens Robert Coleman

Send F.S.; february and March Journals, See that he is put on Jaurnal 18st and that fern is notified The file in "Fact Sheet" falder (3 have had previous carrespondence Wich him and its filed Howeved Questions? Hit.S.

7164 W 30th St. Los Angeles 7 Dear his Gans, postal note to bring my amount up to Heleven For. I would be most appreciative if you would send me all the fact sheets, Series !- ] and the fournal. Thank you for your frompet Yours gratefully Konala J. M'Beath

> RECEIVED NAEB HEADQUARTERS

MAR 1 5 1958 7 8 9 10 (1) 12 1 2 3 4 5 6 February 25, 1958

Dear Bill:

Had hoped the Journal, with this in, would be out long ago.

Meanwhile here's the draft of it.

Regards,

Mr. Wm. A. Belson Audience Research Dept., BBC 99, Great Portland Street London, W. 1, England

HJS: jw Enclosure

AIR MAIL

Sent of J.J.

February 14, 1958 Mr. William Belson British Broadcasting Corporation Broadcasting House London, W.1 ENGLAND Reference 03/AR/WB Dear Bill: Glad to hear from you, and of your move. All success to you. "Hurt Mind" should be in the Fact Sheet (by Dr. Irving Merrill) due out from the printer in a couple of weeks --- our February issue. We'll send along at once. Best regards and please do give us your new address when its available. Sincerely, Harry J. Skornia Executive Director HJS:jg

# THE BRITISH BROADCASTING CORPORATION BROADCASTING HOUSE CONDON AND UARTERS

TELEGRAMS AND CABLES: BROADCASTS, LONDON, TELEX \* INTERNATIONAL TELEX: 2-2182,
TELEPHONE: LANGHAM 4468 F F 1 1 1 1958

Reference: 03/AR/WB

7|8|9|10|11|12|1|2|3|4|5|6

É

Dear Harry,

I thought I should let you know at this stage that I'll be moving across to the London University to form a research unit concerned with methodological problems. This means of course that I'm leaving the BBC - though I want very much to keep on with television research.

I wondered, by the way, if the "Hurt Mind" report was summarized in your Facts Sheets. Your reviewer asked for some background documents, which I passed to him, but I didn't see or hear about his write-up.

I expect to ask if I may be a regular receiver of your Journal, but will hold off till I actually make the University move in March.

With best wishes,

Yours sincerely,
(William Relson)

H.J. Skornia, Esq., NAEB, 14 Gregory Hall, Urbana, Illinois, U.S.A.

July 2, 1958 Miss Martha Jane Smith 17 Gramercy Park South New York City New York Dear Miss Smith: In regard to your letter of June 24 concerning our Fact Sheets, I am enclosing a letter which we sent out some time ago to all Fact Sheetsubscribers. I think it will fill you in on the details concerning this publication. I am also enclosing a listing of our publications and recordings which are available and call your attention to number P-7 on page one. I realize this information is probably not too much help to you, but as you can see, our Fact Sheets are published regularly-perhaps 4 or 5 some months, 2-3 the next month. Therefore, I cannot tell from you letter just what Fact Sheet you wished, as we put out quite a few during the month of June, 1957. Sincerely, (Mrs.) Judith B. Gans Secretary Enclosues P.S. A Fact Sheet Index is also enclosed.

17 Gramercy Park South June 24, 1958

NAE HERO ARTERS

The National Association of Educational Broadcasters 8|9|10|11|12|1|2|3|4|5|6University of Illinois Urbana, I11.

Dear Sir:

I would like to get a copy of your "Fact Sheet Service" published in June, 1957. Would you let me know the price of this and also any other on-going publications you have on completed research studies in the field or informative periodicals?

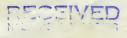
Yours truly,

Marthy Jave Smith (Miss) Martha Jane Smith

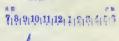
1 4 4

fact Sheets NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS





MAY 3 1 1958



14 GREGORY HALL URBANA, ILLINOIS

May 7, 1958

Commissioner of Taxation and Finance State of New York Division of the Treasury Albany. New York

Dear Sir:

We are in receipt of your check No. 4 106268 dated April 17, 1958 (Education Dept. 21620) in amount of \$4.50. We believe this is in reference to our Invoice No. 9862 dated 3-12-58 for: F. E. Almstead, Educational Television, State Education Building, Albany. However, the above invoice was for one individual membership and 2 additional subscriptions to the Journal, in amount of \$15.50. The check for \$4.50 will pay for one renewal subscription to the NAEB JOURNAL to 12-1-58 and we are making this change unless we have other instructions from you.

Sincerely yours,

Frank E. Schooley Agent for the NAEB JOURNAL

Payee's reference 21620

Please be advised that the payment of \$4.50 covers subscription to:

NAEB Fact Sheet Service l yr. NAEB Engineering Newsletter

l yr. 2.00

FOR ' Francis Almstead Educational Television Bureau Education Building Albany, New York

Your voucher was signed by Margaret Enderley on Feb. Renewal World 26, 1958.

fmh

July 2, 1958

Mr. Robert F. Byrnes Professor of History Indiana University Bloomington, Indiana

Dear Mr. Byrnes:

Thank you for your letter of June 26. I am sorry to say that Dr. Skornia's article" A Challenge to American Television and Radio" is not available for general distribution. However, a synopsis of this article will appear in an upcoming issue of <a href="https://example.com/The-Saturday Review">The Saturday Review</a>.

In regard to the Fact Sheets, I am enclosing a mimeographed letter which was sent out earlier in the year to all Fact Sheet subscribers. I think it, and the pamphlet I have enclosed, will be of interest to you and will fill you in on all the details regarding the Fact Sheets.

If we can be of further service to you, please let us know.

Sincerely,

(Mrs.) Judith B. Gans Secretary

Enclosures

B-54

INDIANA UNIVERSITY

College of Arts and Sciences
BLOOMINGTON, INDIANA

DEPARTMENT OF HISTORY

F F S

June 26, 1958

NAEB HEAU JANE 15

JUN 2 8 1958

7|8|9|10|11|12|1|2|8|4|7|6

Dr. H. J. Skornia Executive Director National Association of Educational Broadcasters, 14 Gregory Hall Urbana, Illinois

Dear Dr. Skornia:

Please send me a copy of articles by you, December, 1957, and also the Fact Sheet Service----

Sincerely yours,

Robert F. Byrnes
Professor of History

RFB/sh

Mr.Robert M. Pockrass Assistant Professor Dept. of Communication and Journalism Stanford University Stanford, California

Dear Mr. Pockrass:

In reply to your letter of July 19 regarding our Fact Sheet Service, I am enclosing an index for your information. The Fact Sheets are an effort to digest and centralize available research, principally on the effectiveness of radio and television as instructional tools. The Fact Sheets also include research into techniques of presentation, production principles, and content and audience research. Because the Fact Sheets are issued as a continuing series at irregular intervals, it is impossible for me to know just which contest or you desire. If you will however, select the issue(s) from the index and let me know, I will be happy to send you the Fact Sheet(s) you desire.

For you information the Fact Sheets are now being printed in the <u>NAEB Journal</u> and a subscription is available at \$4.00 per year.

Sincerely.

(Mrs.)Judith B. Gans Secretary

ENC.

#### STANFORD UNIVERSITY STANFORD, CALIFORNIA

DEPARTMENT OF COMMUNICATION AND JOURNALISM: INSTITUTE FOR COMMUNICATION RESEARCH

RECEIVED NAEB HEADQUARTERS

July 19, 1958 JUL 21 1958

Robert M. Pockrase

7|8|9|10|11|12|1|2|3|4|5|6

National Association of Educational Broadcasters University of Illinois Urbana, Ill.

Dear Sirs:

I doing some research on educational television and would like very much to receive your Fact Sheet Service published in June 1957 (referred to in Siephann's "Tv and Our School Crisis" - page 191).

Sincereky yours

Robert M.Pockrass Ass't Professor Mrs. J. T. Houk, Jr. 143A Orleans Circle Norfolk, Virginia

Dear Mrs. Houk:

In reply to your letter of July 1 regarding our Fact Sheet Service, I am enclosing an index for your information.

The Fact Sheets are an effort to digest and centralize available research, principally on the effectiveness of radio and television as instructional tools. The Fact Sheets also include research into techniques of presentation, production principles, and content and audience research. Because the Fact Sheets are issued as a continuing series at irregular intervals, it is impossible for me to know just which copy or copies you desire. If you will however, select the issue(s) from the index and let me know, I will be happy to send you the Fact Sheet(s) you wish.

For your information the Fact Sheets are now being printed in the NAEB Journal and a subscription is available at \$4.00 per year.

Sincerely,

(Mrs.) Judith B. Gans Secretary

Enc.

143A Orleans Circle Norfolk, Virginia July 1, 1958

The National Association of Educational Broadcasters 14 Gregory Hall University of Illinois Urbana, Illinois

Gentlemen:

As a teacher participating in Norfolk City's educational television experiment, I have been interested to read recent research in this new field. In fact, I have become so interested that I intend to include this field in my plan of study for my doctoral degree. It has come to my attention that your organization is an important source of information.

In particular I have been advised to obtain a copy of your <u>Fact Sheet</u> published in June, 1957. Will you be kind enough to advise me as to how I may purchase a copy? Also, I would be most grateful to receive a listing of any other relevant publications you may have on file. I shall be happy to forward any necessary handling fees.

I look forward to hearing from you.

Yours truly,

Mrs. J. F. Houk, Jr.

RECEIVED

JUL 3 1958

71819110111112111218141516

#### August 1, 1958

Miss Charlotte Madison, Librarian Television Bureau of Advertising 444 Madison Avenue New York 22 New York

#### Dear Miss Madison:

I have received your letter of inquiry dated regarding our NAEB TV Fact Sheets. By way of information, the Fact Sheets are now incorporated in the <u>NAEB Journal</u> (they were mimeographed and issued at irregular intervals before January, 1958) and are available at the subscription rate of \$4.00 per year.

The Facts Sheets as you probably know are an effort to digest and centralize available research, principally on the effectiveness of radio and television as instructional tools. They include research into techniques of presentation, production principles, and content and audience research. Back issues of the Fact Sheets (before their incorporation in the <u>Journal</u>) are available upon request at 10¢ each.

The <u>NAEB Journal</u> is a professional journal devoted to articles prepared by leaders in the field of education and concerned with the utilization of radio and television for education, as well as the specific field of educational broadcasting. The Journal is published eight times a year (monthly except June, July, August and September) and back issues are priced at 50¢ when available.

I hope the above information answers any questions you may have had regarding our Fact Sheets. However, if we can be of further service to you, please do not hesitate to let me know.

Sincerely,

(Mrs.)Judith B. Gans Secretary



444 Madison Avenue • New York 22, N.Y. MUrray Hill 8-0215

RECEIVED NAEB HEADQUARTERS

JUL 31 1958

AM

7,8191101111211213141516

National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois

#### Gentlemen:

The material listed below would be a valuable addition to our Research Library.

Fact sheet service bulletins education television research.

We would appreciate your sending it to us, addressed to the Library. If there are any charges involved, will you kindly inform us before sending.

Thank you for your courtesy.

Cordially yours,

Charlotte Madison, Librarian.

CM:cc

Please include our name on your mailing list to receive future material. Thank you.

Capt. Roland John Kelley, USAFR 402 Summer Street Manchester, Massachusetts

Dear Capt. Kelley:

I have received your letter of inquiry dated regarding our NAEB TV Fact Sheets. By way of information, the Fact Sheets are now incorporated in the <u>NAEB Journal</u> (they were mimeographed and issued at irregular intervals before January, 1958) and are available at the subscription rate of \$4.00 per year.

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I hope the above information answers any questions you may have had regarding our Fact Sheets. However, if we can be of further service to you, please do not hesitate to let me know.

Sincerely,

(Mrs.)Judith B. Gans Secretary

402 Summer Street, Monchester, Moss., July 17, 1958. Dear Sir, for the United States air Porce Reserve on the use of television for instructional purposer. (10 assist me in their work I would appreciate receiving a copy of your Educational Pelansian Research Took theet and any subsequent reports Copt - USAFR - AD-2065889 or studies.

> RECEIVED NAEB HEADQUARTERS

JUL 22 1958

7|8|9|10|11|12|1|2|3|4|5|6

## STANFORD UNIVERSITY STANFORD, CALIFORNIA

DEPARTMENT OF COMMUNICATION AND JOURNALISM: INSTITUTE FOR COMMUNICATION RESEARCH

August 4, 1958

Mrs. Judith B. Gans, Secretary National Association of Educational Broadcasters Urbana, Illinois

Dear Mrs. Gans:

Thank you very much for sending me the Fact Sheet Service index.

After I wrote me, I discovered that the NAE3 Journal is available at the library here, and so I have since found most of the references that I was looking for.

However, there is one Fact Sheet that I would be glad to receive, if it is available. That is No. 19 in Series I.

Thank you very much.

Sincerely yours

Robert M. Pockrass
Ass't Professor

A X

September 2, 1958 Mr. A. T. McLoughlin Manager-Purchasing General Electric Company One River Road Schenectady 5, New York Attention: Miss E. L. Strobel Dear Mr. McLoughlin and Miss Strobel: In regard to your letter of August 5 concerning our publication, TV Fact Sheets, to Mr. N. B. Reynolds, I wrote Mr. Reynolds on January 7 explaining our new price and policy to him. (Enclosed is sample form letter.) Mr. Reynolds answered my letter by returning the postal card I had enclosed. He asked at that time that I discontinue his subscription. If Mr. Reynolds would like to receive the Journal (this publication now contains the NAEB Fact Sheets) at this time, we will be happy to add his name to our subscription list. I cannot guarantee that he will receive all of the issues which have been published since January. We will probably start his subscription as of October instead. I hope this answers your questions. Sincerely. (Mrs.) Tudith B. Gans Secretary enc.





#### APPARATUS SALES DIVISION

ONE RIVER ROAD, SCHENECTADY 5, NEW YORK . . . TELEPHONE FRANKLIN 4-2211

August 5, 1958

University of Illinois Urbana, Illinois

Gentlemen:

Under date of 12/31/57 we issued our purchase order PDS-2443covering a subscription to NAEB TV RESEARCH FACT SHEET SERVICE for the period of time from 1/1/58 to 12/31/58 to be forwarded to:

General Electric Company Mr. N. B. Reynolds Bldg. 2, Room 243 Schenectady 5, New York

Since we have no record of your invoice, did you forward it to the General Electric Company, Mr. A. T. McLoughlin, Manager - Purchasing, Apparatus Sales Division, Schenectady 5, New York, as requested on the bottom of our order? May we have your assurance that you are currently forwarding the publication to the above address as requested. Will you also please check your records carefully to see if you have issued billing for this publication, and if you have, whether or not you have received payment.

Very truly yours,

emmagen L. Strobel
By: A. T. McLoughlin/Manager-Purchasing

(Miss) Emmagene L. Strobel Room 352, Bldg. 23 Phone: Ext. 2163

#### GALVESTON INDEPENDENT SCHOOL DISTRICT

P. O. DRAWER 660

**GALVESTON, TEXAS** 

October 9, 1958

Education Television Research National Association of Educational Broadcasters 1L Gregory Hall Urbana, Illinois

Gentlemen:

Please advise me as to how I might obtain the Fact Sheet Service Bulletins, Education Television Research.

Thank you.

Sincerely,

W. Hardie, Director Instructional Resources Department

JWH;fv

RECEIVED
NAEB HEADQUARTERS

0CT 1 1 1958
71819140111121121514155

Mr. James N. Jacobs Assistant, Appraisal Services Cincinnati Public Schools 608 East McMillan Street Cincinnati 6. Ohio

Dear Mr. Jacobs:

I'm afraid we have no copies of any formal studies of the type done at Denver. I believe they may have had reference to our Fact Sheet Service, of which a sample is attached. These are available to all members, along with numerous other items, at \$7.50 per year.

Sincerely,

Harry J. Skornia Executive Director

HJS/dfo Enclosures B-54 May, 1958 Fach Sheets

CINCINNATI PUBLIC SCHOOLS

CLAUDE V. COURTER, SUPERINTENDENT 608 EAST MCMILLAN STREET CINCINNATI 6, OHIO

JOAN K. BOLLENBACHER SUPERVISOR, APPRAISAL SERVICES

. 37 0

September 26, 1958

RECEIVED NAEB HEADQUARTERS SEP 29 1958

Dr. Harry J. Skornia, Executive Director National Association of Educational Broadcasters Urbana, Illinois

Dear Dr. Skornia:

In a recent report on the use of educational television compiled by Katherine Glendinning and Veronica Casey of the Denver Public Schools it was mentioned that you had conducted similar surveys which bear out the findings of their report.

We would be most interested in receiving a copy of your report for purposes of further study. Thank you for your attention.

Sincerely yours,

James N. Jacobs,

Assistant, Appraisal Services Cincinnati Public Schools

JNJ:bss

NAEB HEADOUARTERS OCT 1 0 1958 Room 42 A Legislative Ply The national association of Couragional Brondeasters 14 Gregory Hall University of Illinois. Illinois, U.S.A Would you please forward me your That Service Sheet "fligs? so and place me on the meeting list for this year. any costs worked will be forwarded. your truly, H. P. Moffat Superior an receipt of the invoice Supervison f Teacher Supply.

#### October 30, 1958

Mr. H. P. Moffat Supervisor of Teacher Supply Room 42 A Legislative Building Winnipeg, Manitoba, CANADA

Dear Mr. Moffat:

I have received your letter of inquiry dated October 15 regarding our NAEB TV Fact Sheets. By way of information, the Fact Sheets are now incorporated in the NAEB Journal (they were mimeographed and issued at irregular intervals before January, 1958) and are available at the subscription rate of \$4.00 per year.

The Facts Sheets as you probably know are an effort to digest and centralize available research, principally on the effectiveness of radio and television as instructional tools. They include research into techniques of presentation, production principles, and content and audience research. Back issues of the Fact Sheets (before their incorporation in the Journal) are available upon request at 10¢ each.

The <u>NAEB Journal</u> is a professional journal devoted to articles prepared by leaders in the field of education and concerned with the utilization of radio and television for education, as well as the specific field of educational broadcasting. The Journal is published eight times a year (monthly except June, July, August and September) and back issues are priced at 50¢ when available.

I hope the above information answers any questions you may have had regarding our Fact Sheets. However, if we can be of further service to you, please do not hesitate to let me know.

Sincerely,

(Mrs.)Judith B. Gans Secretary

Enclosures Mr. Moffat: I have added your name to our list of Journal subscribers and you will be billed shortly. You will receive the Journal of January, February, March, April and May of this year and also all Journals henceforth starting with October (the Journal is not published

Telephone, EXecutive 8-8100

Table Address, Coldex Washington, D. C.

## CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS

Mailing address: 2101 Constitution Avenue, N.W., Washington 25, D. C. Office address: 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

NOV 1 0 1958

To Members of the Advisory Selection Committee for:

EDUCATIONAL RADIO AND TV

Dorothy R. Smith, Chairman Gertrude Broderick Walter B. Emery Kathleen Lardie Harry J. Skornia American Council on Education Radio-TV Educ. Specialist, HEW Michigan State University Detroit Public Schools University of Illinois

Attached are copies of applications for review by the Advisory Selection Committee of which you are a member. In view of the relatively small number of applications in your field, it has been decided to complete the review of applications by mail.

You are requested to comment upon the qualifications of the applicants and the merits of their proposals in accordance with the enclosed instruction sheets. Please note especially the remarks concerning Sub-Group A and Sub-Group B applicants.

In the case of some applications one or more reports of references may be missing. Such omissions should not be considered prejudicial to the applicants concerned. The missing reports had not been received in the office of the Conference Board Committee at the time of mailing the applications, and incomplete applications are included rather than delay unduly the reviewing procedure.

In some instances, applicants have applied in response to announcements of specific opportunities at designated institutions abroad. A copy of the announcement of specific opportunities for 1959-60 was mailed to you previously. It should be kept in mind, however, that applications in any subject for any of the participating countries are accepted and considered by the Conference Board Committee. You may also find it helpful to examine the enclosed partial list of grantees selected by the Board of Foreign Scholarships for the academic year 1958-59 .

It is requested that you complete your review of the applications at the earliest practicable date, forwarding your report to the Chairman or Coordinator of the Advisory Committee not later than

The Chairman or Coordinator is requested to prepare, on the basis of the reports of the other members and his own, a collective report for submission to the Conference Board Committee assigning a combined rating to each applicant with a brief comment on his professional and personal qualifications. This consolidated report should be received in the office of the Committee not later than November 28

In this connection, the Committee has prepared a special form to lighten the work

of chairmen in returning their reports. In addition to other material listed below, committee chairmen only will find enclosed an additional set of blue report slips to record a consolidated rating and comment on each applicant under consideration. In view of the complicated nature of the reviewing process, adherence to the schedule requested is of primary importance.

A stamped envelope is enclosed for forwarding your report to the Chairman. Postage or a return label is enclosed for returning the applications direct to this office immediately after you have completed your review.

Although most, if not all applications in your field have been included in this mailing, it may be necessary at a later date to ask you to review separately a few additional applications. The Conference Board Committee greatly appreciates your cooperation and help in the screening operation.

En al agunda
Enclosures:
Applications /3 No.
Scoring List (Chairmen to receive two sets)
Instruction Sheets
Envelope for return of Report
Postage and/er Label for Return of applications
Grantee List
FAY:HML:fjj Sept. 1956

Mailing Committees

George H. Goody III-A

Known personally: No: In view of my acquaintance with ETV people nationally, I'm a bit surprised.

I find little evidence of broad knowledge of ETV in him. Can find him listed as expert on no national panels or programs, and he seems to be member of no professional groups in the field.. Do not question his testing and measurements qualifications, but feel he perhaps should be applying in that capacity (in education) rather than as a Radio-TV Specialist.

Harry M. Lyle III

> Yes: Have been badgered a great deal by him, in search of jobs, every few years.

Several personal problems. Now unemployed again. Rubs people wrong way. In my opinion would not be a good representative of the U. S. abroad.

III-A Robert E. Belding

I do not mean to be snobbish. But I know the Radiodiffusion Television Francaise people very well and believe that Dr. Belding's academic qualifications might not impress them as much as they might if they were from better-known or more emphatically academic institutions. Here again I have reservations about his ability to represent the U. S. in ETV and radio; I can find no knowledge of him among educational radio and TV people of the caliber which the RDTF consults in the U. S.

1(3) Noel L. Jordan

I wish his emphasis were less on the commercial view of ETV and radio. However, this may be what they are looking for at RDTF. Obviously very good producer

III Theodore H. Rupp

No

I must say that I don't believe the experience and training of Mr. Rupp qualifies him for what we have a right to expect from a Radio-TV researcher. I believe he should have applied under some other classification. Apparently many new people now see ETV as an area needing lots of outside experts. This may be. But I believe they should secure minimum qualifications in radio and TV educationally first. I believe the French would resent, as presumptive, his proposed project, except in the hands of a qualified communications-trained expert. I believe he should apply in language teaching, in which his TV experience should be most valuable.

I (1) Dallas W. Smythe

Yes

I believe he has the qualifications to command respect of the French for the research he proposes. Excellently qualified in all respects. I personally know how hard he is working on his French, also.

#### I (2) Robert E. Summers

Yes

A very promising young scholar. I wish he were stronger in French. Would rate him immediately behind Dallas Smythe and ahead of Jordan. If the French indicate preference for producers over research scholars, Mr. Jordan would rate first.

#### I-B Richard H. Albitz

Yes

Do not know him personally, except by correspondence. His name is well known to many educational radio-TV people. Well qualified. Very good project.

I-A Richard L. Rider

Yes

Highly recommended. I should disqualify myself, perhaps --- since I'm one of his "references".

I-A William G. Harley

Yes

He is now president-elect of the NAEB

Most enthusiastic about both Mr. Harley and his proposed project. See note to above candidate.

Oscar L. Press

III Would also rate B instead of A

Less well qualified than several others listed here. Also I feel there might also be some personal problems of adjustment.

III-B Gene P. Halboth

No. Has never contacted us with his suggestion, to my knowledge. I wish his project gave less evidence of being drafted in a hurry. It could stand considerable further analysis and pre-planning. Much of what he now proposes could be done in the U.S. from discs and tapes which are available here. It is unfortunate that at least some of his supporting letters are not from academic sources.

### I-B or II-A Burrell F. Hansen

Yes

Very good proposal. Wish we could change him to B classification. In this he would be outstanding. I believe he is still among the promising younger scholars who have yet to come into their own, and is at a disadvantage in competition with Smythe, Rider and Harley.

#### CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS

#### 1959-60 Advisory Screening Committees

#### AMERICAN STUDIES

Turner, Arlin (Ch) Barker, Charles Billington, Ray Davis, Richard Bo\* Franklin, John Hope \* Marx, Leo Whicher, Stephen E. Wish, Harvey \*

Duke U Johns Hopkins U Northwestern U U of Tennessee Brooklyn C Amherst C Cornell U Western Reserve U

#### CHEMISTRY

Gucker, Frank T. (Ch) Indiana U Oak Ridge Nat'lLab Boyd, George E. U of Minnesota Kolthoff, I. M. Newman, Melvin \* Ohio State U U of Pennsylvania Price. C. C. Divisional Representative on Biology and Agricultural Committee Stotz, Elmer H. U Rochester

### ANTHROPOLOGY

Hallowell, A. I. (Ch) Goldschmidt. Walter R. Laughlin, William S. Wagley, Charles R. \* Wauchope, Robert

U of Pennsylvania U of Cal. UCLA U of Wisconsin Columbia U. Tulane U

#### CLASSICS

Brady, Thomas A. (Ch) U of Missouri Mylonas, George Washington U Rowell, Henry T. Willis, William H. \* Johns Hopkins U U of Mississippi Consultant for Egyptology Boohmer, Bernard V. Brooklyn Museum

#### FINE ARTS AND ARCHITECTURE

Sloane, J. C. (Ch) Bogatay, Paul \* Pickens, Buford L. Sickman, Laurence Tunnard, Christopher \* Watkins, Franklir C.

Bryn Mawr C Ohio State U Washington U Nelson Gallery Yale U Pa Acad Fine Arts

#### ECONOMICS

Thorp, Willard L. (Ch) Amherst C U of Texas Ayres, Clarence E. Bell, James W. Northwestern U Bornstein, Morris \* U of Michigan Pa State U Southworth, Herman M. Consultant for Business Administration Cover, John H. U of Maryland

## ASTRONOMY

Van de Kamp, Peter (Ch) Swarthmore C Brouwer, Dirk Slettebak, Arne E. \*

Yale U Ohio State U

## BIOLOGY AND AGRICULTURE

Boswell, Victor R. (Ch) USDA Andrews, Frederick N. Purdue U Armstrong, P. B. \* State U of NY Coons, Albert H. Harvard Med Sch Drew, William B. Michigan State U USDA Hambleton, Edson J. Nassett, Edmund S. U of Rochester Pechanec, Joseph F. USDA Pincus, Gregory \* Worcester Found Poulson, D. F. \* Yale U Seevers, M. H. \* U of Michigan U of Virginia Singleton, W. Ralph U of Connecticut Zwilling, Edgar \* Consultant in Bio-Chemistry Stotz, Elmer H. U of Rochester Consultant in Agricultural Economics Johnson, D. Gale \* U of Illinois

## EDUCATION

Gruber, Frederick C. (Ch) U of Pa Brubacher, John S. U of Michigan Clift, Virgil A. Dunne, William J. Morgan St Tchrs C Nat'l Cath Ed Assn Kelley, Janet A. CCNY Iowa St Tchrs C Maucker, James W. Consultant for Vocational Education Burkett, Lowell A. Amer Voc Assn, Inc Consultant for Adult Education Luke, Robert A. \* Adult Ed Assn

## SPECIAL PROJECTS IN SECONDARY EDUCATION

Glenn, Burvil H. (Ch) U of Buffalo Olson, Clara U of Florida Procopio, Mary O'Rourke St Dept Educ, Mass Thompson, Kenneth Berea C Southern Meth U Woods. Bob G.

## EDUCATIONAL RADIO AND TV

Smith, Dorothy R. (Ch) Broderick, Gertrude Emery, Walter B. Lardie, Kathleen Skornia, Harry J.

ACE Michigan State U Detroit Pub Schs U of Ill, NAEB

## GEOGRAPHY

Friis, Herman R, (Ch) Dept Hlth, Ed, Wel Hartahorne, Richard\* Hudson, Donald McCune, Shannon Coordinator Thurston, William R.

Nat'l Archives W of Wisconsin U of Washington U of Massachusetts

NRC

## MUSIC EDUCATION

Paul, John (Ch) Cheyette, Irving Cykler, Edmund A. Nordholm, Harriet

Cath U of Amer U of Buffalo U of Oregon U of Miami

GEOLOGY

Bates, Charles (Ch) Carpenter, Robert H.\* Crowell, John Co\* Dyson, James L.\* Workman, E. J. Coordinator

US Hydro Office Colo Sch of Mines U of California Lafayette C New Mex Inst of Mining & Tech

## NURSING EDUCATION

Arnold, Virginia (Ch) Densford, Katharine J. Phillips, Elizabeth Sward, Kathleen

Rockefeller Found Thurston, William R. U of Minnesota Visit Nurses'Assn HJSTCRY Am Nurses 1 Assn

U of Missouri Mullett. Charles F. (Ch) Black, Cyrill E.\* Princeton U Yale U Dunham, William H. Grimm, Harold J.\* Ohio State U Hale, Oron J. U of Virginia U of Wisconsin Post, Gaines

PHYSICAL EDUCATION

Metheny, Eleanor (Ch) U of So Cal, LA Esslinger, Arthur A.\* U of Oregon Lee, Mabel U of Nebraska McDonough, Thomas E. Sr. Emory U Steinhaus, Arthur H.\* Geo Williams C

## HISTORY OF SCIENCE

Barber, Bernard (Ch) Eisele, Carolyn\* Fulton, John F. Stimpson, Dorothy

Barnard C Hunter C Yale U Goucher C (Emeritus)

## WCRKERS' EDUCATION

Cosgrove, John E. (Ch) Allen, Russell Brumm, John M. Pagano, Jules

AFL-CIO, D. C. AFL-CIO, D. C. Int'l Machinists CWA

## ENGINEERING

Mason, Martin A. (Ch) Carson, W. H. Croft, Huber 0.\* McBride, Russell McEachron, Karl B., Jr.\* Case Inst of Tech JOURNALISM Mavis, F. T.

Geo Washington U U of Oklahoma U of Missouri Consultant, D. C. U of Maryland

## HOME ECONOMICS

Mallory, Berenice\* (Ch) Brucher, Olga O'Toole, Lela Tate, Mildred T. Zuill, Frances

Dept Hlth, Ed, Wel U of Rhode Island Okla State U U of Wisconsin

## FAR EASTERN STUDIES

Goodrich, L. Carrington(Ch) Columbia U Eggan, Fred U of Chicago Fifield, Russell H. U of Michigan Kahin, George McT. Cornell U Taylor, George S. U of Washington

U of N Carolina Luxon, Norval Neil (Ch) Agee, Warren K,\* West Virginia U Dilliard, Irving St. Louis Post Dis Wolseley, Roland Syracuse U Consultant for Latin America

Bledsoe, Samuel B. Selvage and Lee. · De Co

## LANGUAGE AND LITERATURE

Frame, Donald M. (Ch) English Dearing, G. Bruce\* Sams, Henry Simpson, Claude Whiting, B. J. Germanic Koenig, Karl F. Stein, Jack M.\*

Romance Crocker, Lester G.\* Frame, Donald M. Shoemaker, William H. Consultants Haugen, Einar (Scand.) Huff, Elizabeth (Chinese) U Cal, Berkeley

U of Delaware U of Chicago Colgate U

Harvard U

Princeton U Columbia U U of Illinois

U of Wisconsin Keene, Donald (Japanese) Columbia U

## LAW AND INTERNATIONAL LAW

Dainow, Joseph (Ch) Gross, Leo\*

Pedrick, Willard H.\* Schiller, A. Arthur\* Von Mehren, Arthur

## LIBRARY SCIENCE

Morsch, Lucille M. (Ch) Bryant, Douglas Clift, David H. Fair, Ethel M.\* Spain, Frances L.\*

## LINGUISTICS

Hill, Archibald A. (Ch) Cowan, J. Milton Ferguson, Charles A.\* Markwardt, Albert H.\* Trager, George L. Twaddell, W. Freeman

## MATHEMATICS

McShane, E. J. (Ch) Anderson, T. W., Jr.\* Dilworth, R. P. McCoy, Neal H. Zariski, Oscar

Louisiana St U Fletcher Sch of Law & Diplomacy Northwestern U Columbia II

Lib of Congress Harvard U ALA, Chicago Denison U NY Pub Library

U of Texas Cornell U Harvard U U of Michigan U of Buffalo Brown U

U of Virginia Columbia U Cal Inst of Tech Smith C Harvard U

## MEDICAL SCIENCE

Blanchard, Kenneth C. (Ch) Johns Hopkins U Gibbon, John H., Jr.\* Olsen, Stanley Platou, Ralph V. Ohio State U. Root, Walter S. Harvard U . Consultant in Dentistry Levy, Barnet M.

Jefferson Med C Baylor U Tulane U Columbia U

U of Texas

## MUSEUMS AND MUSEUM METHODS

Patterson, Joseph A. Seltzer, Frank Walker, John Williams, Hermann W. State to beginn

MUSIC AND MUSICOLOGY

Finney, Ross L. (Ch) Lichtenwanger, William Mendel, Arthur\* Serposs, Emile\*

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tion of the fit NEAR EASTERN STUDIES

Kraeling, Carl (Ch) Harvard Law Sch. Hall, Harvey P. 18 17 Thomas, Lewis V.

OCCUPATIONAL THERAPY

Fish, Marjorie (Ch) Beach, Mary Goodrich, D. Wells

PHILOSOPHY AND RELIGION

Hawkins, David (Ch) Philosophy Hawkins, David Henle, Paul Kaufmann, Walter A. Larrabee, Harold Religion Blau, Joseph L.\* Harrelson, Walter Parsons, Robert T.

PHYSICAL THERAPY

Mead, Sedgwick Wise, Charles S. Smithsonian Inst National Museum Nat'l Gallery Art Corcoran Gallery

U of Michigan Lib of Congress Princeton U Baltimore Pub Schs

U of Chicago Ford Foundation Princeton U

Am Occ Ther Assn NIH NIMH

U of Colorado U of Michigan Princeton U Union C

Columbia U U of Chicago Kennedy Sch of Missions

Cal Rehab Center Geo Wash U Hosp

#### PHYSICS

Fowler, William A. (Ch)
Hunt, Frederick V.
Smoluchowski, Roman
Treiman, Sam Bard\*
Coordinator
Coleman, John S.

## POLITICAL SCIENCE

Fesler, James W. (Ch) Kirkpatrick, Evron Moos, Malcolm Somers, Herman M. Van Dyke, Vernon Ward, Robert E.

## PSYCHOLOGY

Wolfe, John B. (Ch) Kelly, E. Lowell Klineberg, Otto\* Russell, Roger W. Shakow, David\* Wickens, Delos D.\* Cal Inst Tech Harvard U Carn Inst Tech Princeton U

NRC

Yale U Am Pol Sci Assn Johns Hopkins U Haverford C U of Iowa U of Michigan

U of Miss U of Michigan Columbia U APA NIMH Ohio State U SOCIAL WORK

Bridges, Bernice (Ch) Gioseffi, William V. King, Anna E. Trecker, Harleigh B.

SCCIOLOGY

Elliott, Mabel A. (Ch) Hutchinson, Edward P.\* Johnson, Guy B. Mills, Theodore Simpson, George E.\*

SPEECH

Heffner, Hubert (Ch) Berry, Mildred Black, John W.

THEATRE ARTS

Gilder, Rosemund (Ch) Canfield, F. Curtis\* Caro, Warren Schnitzer, Robert

Warren, Harriet\*

Nat Soc Welf VA, New York Fordham U U of Conn

Chatham C U of Pennsylvania U of N Carolina Harvard U

Oberlin C

Indiana U
Rockford C
Ohio State U

New York
Yale U
Theatre Guild
Am Nat Theatre
and Academy
Rochester Community Players

\* New members

FAY:JB:llb October 27, 1958

## UNIVERSITY LECTURING · ADVANCED RESEARCH ABROAD

under the

FULBRIGHT AND SMITH-MUNDT ACTS

Information for

ADVISORY SCREENING COMMITTEES



CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS 2101 Constitution Avenue Washington 25, D.C.

# ADVISORY SCREENING COMMITTEES FOR FULBRIGHT AWARDS

#### FUNCTION

The Advisory Screening Committees, whose members are nominated by the four Councils comprising the Conference Board of Associated Research Councils, conduct the initial review of applications for awards to senior scholars under the Fulbright Act. The primary responsibility of the screening committees is to evaluate an applicant's competence to lecture or to do research, and to judge his suitability for representing American scholarship abroad.

A review of each applicant's papers by subject matter committees composed of specialists in his own field assures the Conference Board Committee and the applicant of an equitable professional evaluation when recommendations are made to the Board of Foreign Scholarships, the agency empowered by law to make the final selection of all recipients of awards under the Fulbright Act.

#### REVIEWING PERIODS

Two separate competitions for Fulbright awards are conducted each year. For those countries whose academic or program year is similar to our own, such as Europe, the Near East and portions of the Far East, the closing date of the competition is in October. This is referred to as the "Fall Cycle" and the largest number of applications is received each year at this time for review in November.

April 15 is the closing date for acceptance of applications to Australia, New Zealand, countries of Southeast Asia and Latin America where the academic year begins in the spring or early summer. This competition is called the "Spring Cycle."

#### METHODS OF REVIEW

#### Committees Which Convene

Committees with twenty or more applications to review for the  $\underline{\text{Fall}}$  Cycle usually convene in Washington in November.

Prior to the scheduled meeting date, copies of the applications to be reviewed are mailed to each member of the advisory screening committees. A prepared list of the applicants by name and by country is enclosed for the use of the committee member in making notes and comments.

Meetings of the advisory screening committees are generally held at either the National Academy of Sciences or the American Council on Education. Offices of some of the professional organizations such as the American Political Science Association are also used for the meetings. The hour for convening is usually 9:00 a.m. with adjournment at approximately 5:00 p.m. A few committees with an especially large number of applications to review may be scheduled for two-day sessions.

Travel expenses in connection with the meetings are assumed by the Conference Board Committee.

#### Committees Which Review by Mail

Committees with less than twenty applications for consideration in the Fall Cycle usually complete the review by mail. All Spring Cycle applications are reviewed by mail, since the total number of applicants for that competition does not justify convening the committees.

Copies of applications for review by the mailing committees are dispatched to committee members as soon as possible after the close of the competition and approximately two weeks are allowed for consideration of the papers. Forms are supplied for recording a rating, with explanatory comments, for each application. These forms are then mailed by each member to the committee chairman, who is responsible for the preparation of a consolidated report representing the evaluation of the entire committee. This consolidated report is sent by the chairman directly to the staff of the Conference Board Committee.

Some deviation from this procedure may be necessary if special cases require a more rapid review, but every effort will be made to have the consolidated report prepared by the committee chairman. When this is not practicable, the chairman will be consulted in the event of wide divergencies in the ratings of the committee members.

Throughout the year, applications are also submitted for review by mail when candidates are recruited for openings which were not filled in the regular competition.

#### POINTS FOR CONSIDERATION IN RATING APPLICATIONS

Before reviewing any applications, members of the advisory screening committees are urged to read the General Information booklet for detailed data on the operation of the Fulbright program, referring particularly to pages 11 through 13, describing the selection of grantees.

Since the General Information booklet is intended primarily for the applicant, additional points are noted for the information of members of the advisory screening committees:

#### 1. Variations in Academic Requirements Abroad.

In the countries of Asia, the Near and Middle East, and Latin America, the need is more frequently for competent lecturers at the relatively non-specialized level. The grantees should be prepared to assume a fairly heavy teaching load. Flexibility in academic approach and teaching methods is highly desirable. Conversely, in European universities, the courses offered by visiting Fulbright lecturers will not generally form an integral part of the university program of instruction. There may be as few as three or four regular lecture hours perweek with consequent opportunity for individual research, or invitational lecturing in other institutions in the country.

#### 2. Variations in Country Programs.

The number of openings for visiting lecturers and advanced research scholars is limited by the program budget for each country. Since the number of applicants is considerably greater for some countries than for others, the same basis of selection cannot be applied in all cases. Candidates may not be accommodated in some country programs even though their qualifications are superior to those of candidates selected for grants to other countries. There is likely to be considerable misunderstanding and even mistrust of the selection processes unless this is clearly understood.

#### 3. Importance of Scholarship.

Since the recipients of awards must by law be attached to educational institutions abroad, scholarship should be one of the primary considerations. Scholarship, however, is only one of the yardsticks and notnecessarily the goal of the program, which should be viewed as the total contribution or impact of an individual's stay abroad to international good will and understanding.

#### 4. Personal Suitability.

Experience has shown that personal suitability is as important as scholarship in determining a grantee's success as a visiting lecturer or research scholar. This generalization is especially applicable to scholars going to "sensitive" areas or to institutions in which they will be expected to play a leading role in the development of the educational program. Members of the screening committees are asked to give special

attention to and to weigh carefully any evidences of personal suitability or non-suitability and to indicate whether or not they know a candidate personally.

#### 5. Other Factors.

While the Conference Board Committee will be dependent primarily upon the guidance of the Advisory Screening Committees in preparing the final panels for the Board of Foreign Scholarships, it may be necessary to consider a number of factors not enumerated before which might be decisive in many cases. Thus, in the interest of achieveing wide participation, sympathetic consideration will be given to an adequate representation from less renowned institutions, or from sections of the country which otherwise might not be represented.

In cases where all other factors appear equal, preference will generally be given to younger scholars; to those who plan to remain in the country designated for a full academic year of nine months (except where there is sufficient justification for shorter periods); and to those who demonstrate in advance that their participation in an assignment or cooperative undertaking would be particularly welcomed by their foreign colleagues or by the sponsoring institutions. In the last instance, this does not, however, mean that candidates who have assurance of appointments in foreign universities will, on that account alone, be given more favorable consideration.

#### SPECIFIC RATING PROCEDURE

#### Category and Subgroup Classifications

All applicants are designated as being in either the <u>Lecturing</u> or the <u>Research</u> category. Although the distinction is not always sharp, it is necessary to retain it for administrative and tax purposes.

Grants in both categories are divided into two groups, A and B, based on academic rank or experience. Recent recipients of the Ph.D. (or other equivalent degrees), who are still within their first few years of professional activity or who have not yet attained advanced rank on the faculty of an American institution, are considered for group B grants, which ordinarily provide a maintenance allowance of approximately 80 percent of the amount provided for senior scholars. In general, more group B awards are made in the research category than in the lecturing category. The applicants in each group are rated in relation to each other, and are not regarded as being in competition with applicants in the other group.

The initial classification of applicants in Subgroup A and B is made

by the staff of the Conference Board Committee, but can be changed during the screening and selection process.

#### Determination of Numerical Ratings

Members of the advisory committees are sometimes in doubt as to whether an applicant should be rated in relation to the particular group of applicants under review or in relation to the whole body of scholars in the applicant's field. Evaluation should always be in terms of the applicant's standing in his profession as a whole. Unless this principle is observed by all screening committees, it will be very difficult for the Conference Board Committee to compare and make equitable use of the various screening committee reports.

Applications are to be rated in one of these classifications:

I - Recommended as Outstanding

II - Highly Recommended

III - Recommended as Acceptable

IV - Not Recommended

Applications receiving a rating of IV are reported to the Board of Foreign Scholarships on "negative panels." An explanation for the rating must be given in each case, and can be designated in one of the following ways:

1. Insufficient professional qualifications.

Not representative of American Scholarship.
 (This phrase is intended to describe scholars who have very recently obtained citizenship, have received all or most of their academic training abroad, and who are obviously more representative of other cultures.)

3. Project proposal not significant in academic sense.

74. Personal non-suitability.

5. Age in relation to the project or program. (This may be applied to very young applicants who are considered too immature to lecture or undertake research at the advanced level, or to candidates of advanced age whose professional activity would be unduly limited.)

## Priority Ratings

If two or more candidates applying in the same subject for the same country are given the same rating (e.g. two or more Subgroup A applicants for research in physics in the United Kingdom are rated in classification I), it is requested that the applicants be placed in rank order. Since the Conference Board Committee may not be able to include all applicants having the same rating in the final panel of recommended candidates, it is essential to know which of the applicants should be given priority.

#### Comments by Committee Members

Since numerical ratings serve only to place the individual on a scale without disclosing the basis for the judgment, comments explaining and justifying a rating are very important for those who must make the final selections and should never be omitted. In reviewing applications at meetings, group discussion is also facilitated if the members of the committees have made notes about each application.

In reviewing applications by mail, the written comments should be quite specific since they serve in lieu of group discussion. The committee members are particularly asked to indicate any personal knowledge of, or acquaintance with, the applicants, and to give any additional information known to them concerning the particular opening, the country, or the applicant.

In making their comments, it is usually helpful to Committee members to have in mind the main criteria to be applied, namely the applicant's professional qualifications; his personal suitability in relation to the program applied for, adaptability, and probable effectiveness as a representative of American scholarship; the value of the project in terms of his own professional development and the advancement of knowledge in his field of study.

#### LATE APPLICATIONS, TRANSFERS AND RECRUITMENT

Late applications may be of two kinds: (1) Those intended for consideration in the open competition but filed shortly after the closing date, and (2) those filed in response to the Committee's invitation to apply for an opening remaining unfilled after all applications received in the open competition have been considered.

Applications which are intended for the open competition but which miss the closing date by one or more days are ordinarily marked conspicuously as LATE. Such applications will be included for screening with the applications received on time and should be screened in the same way. In drawing up the final panels of nominated candidates, however, applicants who have observed the closing date are given priority.

Although there are a great many more well-qualified applicants for such countries as the United Kingdom and France than there are awards available, there may be quite a few openings in other countries for which no applications are received. This is often true in the case of countries recently included in the Fulbright program. In addition, rigid language requirements, differences in academic calendars, or less firmly-established cultural relations may combine to render many of the new openings "hard to fill." Since, from a program point of view, it is often of great importance that these positions be filled, the Committee employs the following means of reducing the number of vacant awards to a minimum:

#### Transfer of Qualified Applicants.

Applicants not accommodated in the country of their first choice are considered for alternate countries. These transfers are completed, however, only after consultation with the applicant. Members of the advisory screening committees should feel free to recommend such transfers.

#### 2. Recruited Applicants.

Applications for existing vacancies are invited from persons who have been suggested to the staff of the Conference Board Committee, or who have previously indicated an interest in the program by filing data sheets. Suggestions of scholars who might be approached by the Conference Board Committee are especially welcomed from advisory committee members because of their familiarity with possible candidates.

Applications are accepted on a recruitment or invitational basis as long as there are unfilled awards in the program, and it is generally necessary to ask the screening committees to review them by mail.

#### SMITH-MUNDT AWARDS

Application papers for awards under the Smith-Mundt Act are also reviewed by mail by all advisory screening committees, but since these grants are not filled from the scheduled competitions, the rating forms are somewhat different. (See page 17, General Information.)

July 1958

Fact Sheets 2255 Haves Street San Francisco, Calif. November 18, 1958 Mrs. Judith B. Gans, Secretary National Association of Educational Broadcasters 14 Gregory Hall Urbana, Illinois Dear Mrs. Gans: The material which you sent me has been of some help in preparing my paper which is entitled, "Television and the Elementary School Child". I appreciated receiving the index and have marked with a red asterisk those items which might prove helpful to me. I do not like to rush you but the due date for my theme is getting closer, so I'll appreciate it if you will send whatever you have available right away. I have enclosed \$1.00 which, I hope, will cover the postage. Thank you very much for your kind help. Sincerely yours, Sister M. Josette, OSB Sister M. Josette, O.S.B.

# NAEB

## **EDUCATIONAL TELEVISION RESEARCH**

#### Fact Sheet Service

Chronological Index by Series and Number February, 1958 (Supplement)

## NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Urbana, Illinois Phone 7-6611, Ext. 3394 14 Gregory Hall SERJES I: The Effectiveness of Television (as a Teaching Tool) AN EXPERIMENTAL STUDY IN INSTRUCTIONAL PROCEDURES (Rpt. #2) MIAMI OF OHIO (NAEB Journal) \* 35. TV-REVOLUTION IN EDUCATION-ZORBAUGH. (NAEB Journal-March, 1958) 1 36. HELATIONSHIP OF TEACHING EFFECTIVENESS TO CLASS SIZE. (NAEB Journal-37. AUDIO-VISUAL AIDS AND CHEMISTRY AT PURDUE (FINAL REPORT). (NAEB Journal-March. 1958) \* 38. TEACHING BY THE DISCUSSION METHOD -- BECKER, (NAEB Journal -- April, 1958) 39. ETV AND PALM BEACH COUNTY-MEACHEM. (NAEB Journal-April, 1958)

40. TV IN THE WASHINGTON COUNTY SCHOOLS-HAGERSTOWN. (NAEB Journal-March, 1958) AL. TV IN ARMY TRAINING (MINIMAL TV EXPERIMENT). (NAEB Journal--April, 1958) 42. ETV AT IDAHO STATE COLLECE. (NAEB Journal--SERIES II: Production Principles 16. A.A.C.T.E. WORKSHOPS ON CLOSED-CIRCUIT TV AND TEACHING PREPARATION. (MAEE Journal--1958) SERIES III: Bibliography ETV RESEARCH FINDINGS: AN ANNOTATED BIBLIOGRAPHY. (NAEB Journal. 1953) SERIES IV: Audience Studies ✓ ★ 13. AUDIENCE FOR ETV (CRARY-\_ETRC) (NAEB Journal 14. STANFORD AUDIENCE STUDY OF THE SAN FRANCISCO AREA. (NAEB Journal -- Feb., 195 15. KUOM: MINNESOTA SCHOOL AUDIENCE STUDY. (NAEB Journal-February, 1958) 16. KUON: AUDIENCE STUDY FOR ETV IN NEBRASKA -- FLICK. (NAEB Journal -- Fob., 191 17. DEMOGRAPHIC AND PSYCHOLOGICAL CHARACTER OF ETV AUDIENCES. (NAES Journal 1958) SERIES V: Content (NAEB Journal -- Mar., 197 3. 4. REPORT ON NAEB STUDY GROUP FROM OCTOBER, 1957, CONVENTION. (NAEB Journal-March, 1958) SERIES VI: Impact \*\* 8. THE "HURT MIND" STUDY, BELSON (NAEB Journal-March, 1958) Series VII : Administration and Faculty Reactions To ETV. 1 +4. Television and the classroom teacher.

Series I

- 18. PENN STATE TV RESEARCH PROJECT. (1955).
- LEARNING AND ATTITUDE CHANGES RESULTING FROM VIEWING A TELE-VISION SERIES, 'BON VOYAGE'. (1956).
- \* 20. TELEVISION AS A TRAINING AND EDUCATIONAL MEDIUM. (1955).
- 21, EXPERIMENTAL STUDY IN INSTRUCTIONAL PROCEDURES. (1956).
- ✓ ★ 22. A STUDY OF TEACHING BY TELEVISION UNDER TWO CONDITIONS. (1955).
- 23. EXPERIMENTS IN INSTRUCTION BY CLOSED CIRCUIT TELEVISION. (1956).
- 24. AN INVESTIGATION OF TELEVISION TEACHING. (1956).
  - 25. THE SCHENECTADY EXPERIMENT. (1956). ( If wicheless alemating schools)
  - 26. TEACHING TYPEWRITING THROUGH TELEVISION. (1956).
  - 27. TELEVISION AT EVANSTON TOWNSHIP HIGH SCHOOL. (1956).
  - / 28. A STUDY OF THE EFFECTIVENESS OF TELEVISION AS A MEDIUM OF INSTRUCTION IN HIGH SCHOOL CHEMISTRY. (1956).
- / \* 29. TV AND THE CRISIS IN EDUCATION. (1956).
  - \* 30. CLOSED CIRCUIT TELEVISION AS A MEDIUM OF INSTRUCTION. (1956).
    - 31. TEACHING ALGEBRA AND PHYSICS BY MEANS OF TELEVISION. (1956).
    - 32. SCHOOL TELEVISION IN CANADA
      - 33. A BRIEF REPORT AND EVALUATION OF CLOSED CIRCUIT TELEVISION INSTRUCTION IN MECHANICAL ENGINEERING 360 AND PHYSICS 230/240.

## SERIES I (con't)

- \*1. AN EVALUATION OF THE EFFECTIVENESS OF INSTRUCTION AND AUDIENCE REACTION TO PROGRAMMING ON AN EDUCATIONAL TELEVISION STATION. (1954).
- \*3. THE COMPARATIVE EFFECTIVENESS OF INSTRUCTION BY TELEVISION,
  TELEVISION RECORDINGS, AND CONVENTIONAL CLASSROOM PROCEDURE.
- \* 4. TRAINING IN TELEVISION: A STUDY IN LEARNING AND RETENTION.
- +11. MASS MEDIA AND LEARNING AN EXPERIMENT. (1954-55).

## SERIES II: Production Principles

- 1, VISUAL PRINCIPLES FOR TRAINING BY TELEVISION. (1951).
- 2. SURVEY OF TELEVISION UTILIZATION IN ARMY TRAINING. (1952).
- 3. FILM PRODUCTION PRINCIPLES THE SUBJECT OF RESEARCH. (1952).
- 4. THE RELATIVE EFFECTIVENESS OF THE LECTURE, INTERVIEW AND DISCUSSION METHODS OF PRESENTING FACTUAL INFORMATION BY TELEVISION.
  - 5. EXCERPTS OF TV AND RADIO STUDIES FROM THE JOURNAL OF THE AERT, NOVEMBER, 1955.
  - REPRINT FROM NAEB NEWSLETTER OF FEBRUARY, 1956: BBC FURTHER EDUCATION EXPERIMENT. (1956).
  - √ 7. FACTORS LEADING TO EFFECTIVE TELEVISION INSTRUCTION. (1955).
    - 8, PROCEDURES FOR IMPROVING TELEVISION INSTRUCTION. (1956).
    - 9. COMBINED RADIO AND TELEVISION USES ON EDUCATIONAL BROADCASTS.
  - 10. CLOSED CIRCUIT TELEVISION PROJECT NOTES. (1956).
- 11. AN EXPERIMENTAL STUDY OF THE ACQUISITION OF INFORMATION FROM THREE TYPES OF RECORDED TELEVISION PRESENTATIONS.
  - 12. CLOSED CIRCUIT TELEVISION IN ENGINEERING. (1956).
  - 13. CLOSED CIRCUIT TELEVISION.
  - 14. TRAINING OF TEACHERS TO TEACH ON TELEVISION. (1957).
- 15. TEACHING BY TELEVISION.

## SERIES IV: Audience Studies

- 5(a) IN-SCHOOL USES OF TV: PRELIMINARY REPORTS. (1955)
- 8. EXPLORING PROBLEM AREAS IN EDUCATIONAL TELEVISION: ATTITUDES RECEPTION. (1956)
- 11. AN AUDIENCE RESEARCH REPORT. (1956).
- 12. WOED AUDIENCE: AN ANALYSIS OF THREE AUDIENCE SURVEYS. (1057)

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### Learning the Attitude Changes resulting from Viewing a Television Series "Bon Voyage"

WILLIAM A. BELSON
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### LEARNING AND ATTITUDE CHANGES RESULTING FROM VIEWING A TELEVISION SERIES, 'BON VOYAGE'

By WILLIAM A. BELSON (Research Psychologist, Audience Research Department, B.B.C.)

I.—Introduction and aims. II.—Method: (1) design; (2) subjects; (3) test procedure. III.—Findings: (1) details related to the design and to the analysis;
 (2) effects of the programme. IV.—Summary.

### I .- Introduction and aims.

'Bon Voyage' was a series of four television broadcasts included in successive editions of 'Leisure and Pleasure' (a Tuesday afternoon programme for women) from August 11th to September 1st, 1953. It was broadcast because the large annual flow of English visitors to France suggested that viewers contemplating a first visit to France might welcome a programme which, in an entertaining way, taught them useful words and phrases and gave them information such as where to get a passport, the value of French money, and how to use the Paris Underground. It was hoped that the programmes would also serve to allay apprehensions about making a first visit to France, particularly those apprehensions which spring from an inadequate knowledge of the language.

The programme was built around conversations between two people, one of them giving facts and the other asking questions. There was constant visual illustrations, sometimes in the form of film, sometimes through the showing of objects (e.g., pieces of French money), and on one occasion through a dramatised sketch. The first programme dealt mainly with what was involved in actually getting to France, the second with the buying of food and drink, the next with sight-seeing and the last with buying useful items and returning to England. Many of the French words and phrases were presented in caption form. Where possible, they were illustrated pictorially, and in all cases they were presented in the type of situation in which the visitor would be likely to need them. There was quite a lot of planned repetition (of the French words and their English meanings) and in the last of the programmes there was a re-presentation of the main words given during the series.

The purpose of this study was to find out to what extent the aims of the programme were achieved. Accordingly, the inquiry was addressed to three questions, namely, to what extent did viewers (a) learn the French words and phrases presented, (b) learn the general information presented, (c) sustain a reduction in their apprehensions about language and other difficulties involved in making a trip to France.

### II.—METHOD.

(1) Design<sup>1</sup>.—A research design sometimes advocated for studying the effects of exposing people to certain conditions involves the making of measurements before and after that exposure, a control group being used to assess (and thereafter eliminate) the effects of purely extraneous events or influences. For

<sup>&</sup>lt;sup>1</sup> The conduct of this study involved several statistical and methodological innovations, but it was considered better to by-pass these as much as possible in the present paper so that the main findings might emerge more clearly. A full description of them in the context of this study is, however, available in the writer's unpublished paper "A Technique for Studying the Effects of a Television Broadcast: Learning and Attitude Changes."

two reasons, however, it is not generally possible to use this approach in studies of the effects of broadcasts. In the first place, it is essential that the listening or viewing upon which the results are to be based should be entirely normal (i.e., not influenced either by pre-broadcast testing or by any knowledge that tests are to occur). Secondly, it is often impossible with television broadcasts, to say in advance of the programme precisely what its content will be—as would be necessary in a comparison of 'before' and 'after' knowledge of specific words or facts. For these reasons it is necessary that a research design be used which allows all the necessary testing to be done after the broadcast.

Accordingly, immediately after the last broadcast in the 'Bon Voyage' series (of four programmes) relevant knowledge and attitude tests were made on each of two large groups of people. One group was made up of viewers who had seen one or more of the four 'Bon Voyage' programmes, while the other group consisted of people who did not have television sets and who had not seen any of the 'Bon Voyage' programmes. Each group was tested for its knowledge of the French words and phrases and of the facts presented in 'Bon Voyage' and after this came an assessment of those attitudes which it was thought the series might affect.

Differences between the two groups in respect of these tests would, of course, be attributable to a combination of (a) the effect of the programme and (b) pre-broadcast differences between the two groups (i.e., members of the viewing group might, prior to the broadcast of the series, have known more or less of the words and phrases eventually presented than did the non-viewing group). To eliminate that portion of the difference between the two groups which arose out of such pre-broadcast differences, a refinement of normal matching technique

was used.

The general principle of this refinement can be stated quite briefly. What usually happens in matching procedure is that some members of either group are rejected until the two groups are the same in terms of one or more characteristics which the research worker thinks are the important ones (e.g., age, educational level, intelligence). The present technique differs from this in two respects. Firstly, the various characteristics in respect of which matching is to be done are selected empirically as the best of those immediately available. Secondly, there is no discarding of subjects: instead, the score of the non-viewer group is adjusted through a regression equation or through a simple weighting of sub-groups to provide an estimate of what it would have been had the two groups not differed in respect of the natching characteristics. A comparison of this adjusted score with the score of the viewer group then provides a direct estimate of the programme's real effect. Since in this study the non-viewing group, the convention is adopted here of referring to these adjusted scores as the pre-broadcast scores of the viewing group these adjusted scores as the pre-broadcast scores of the viewing group.

To put this method into effect, however, it is necessary to include in the testing procedure assessments of a range of those characteristics which seem likely to be relevant as matching criteria. At the end of testing it is then possible (through correlation methods) to determine which combination of these characteristics gives the highest multiple correlation with the variable being studied<sup>2</sup>—i.e., which of them are the best available criteria for matching purposes. Since in this project three separate variables were being studied, separate matching criteria had to be set up for each. Some details of these matching variables are given in this section and there is a

brief account, in 'Results,' of the selection procedure and its outcome.

One final feature of the technique is that a system of built-in checks is used to show to what extent the matching procedure has been successful in eliminating the (expected) pre-broadcast differences between the two groups. Details are given in an appendix obtainable from the Documents Unit of the DSIR.

<sup>2</sup> Using the Wherry-Doolittle formulæ.

(2) Subjects.—Viewers who had seen one or more of the 'Bon Voyage' programmes were available from either of two sources. In the first place, the B.B.C.'s Audience Research Department conducts daily surveys of listening and viewing which provide information about which programmes people happened to hear or view on the previous day; in the course of this survey a record is made, for each person interviewed, of name, address, social group, occupation, age, sex, and various other details. The names and addresses of persons who happened to hear one or more of the first three 'Bon Voyage' programmes were, therefore, available before the last broadcast took place. In the second place, members of the B.B.C.'s viewing panel normally complete reports on programmes which they happen to view in the ordinary course of events. Here, too, it was possible to note the names of those people who had been exposed to at least one of the 'Bon Voyage' programmes. Letters of invitation were sent to people selected from each of these two sources, provided they lived within travelling distance of Broadcasting House (where the tests were to be made). In all, 42 per cent. of those viewers who were invited attended the session. Non-viewers were recruited mainly from the records available from the Survey of Listening and Viewing and some 35 per cent. of those invited attended. Care was taken, of course, that the manner of recruiting and assembling the groups should not (prior to the occurrence of the tests) have any influence at all upon normal post-broadcast concern with the series or any of its content.

In the selection of each group, a standard technique was used to reduce volunteer bias. The normal audience of 'Leisure and Pleasure' (the programme within which 'Bon Voyage' appeared) was classified in terms of age, sex and social group. Previous work had established the attendance rate to be expected, using standard letters of invitation, within each 'age/social class' sub-group, and these rates were taken into consideration in issuing invitations, the aim being to ensure that with each group the people who actually came were representative of the 'Leisure and Pleasure' audience in terms of age, sex and social group. One outcome of this was, of course, a rough matching of these two groups, though it could never be assumed that matching in terms of age, sex and social class was sufficient for the purpose in hand.

In all, approximately 100 viewers and 120 non-viewers came as invited to Broadcasting House, meeting in the evening in groups of 15 to 25. Viewers and non-viewers met separately. The first of the viewer meetings occurred two days after the last of the 'Bon Voyage' broadcasts and the other meetings followed on consecutive evenings, viewer and non-viewer meetings being held simultaneously or alternately.

(3) Test procedure.—While a certain amount of each evening was devoted to orienting the groups to the tests ahead, the essential steps were as follows. Members of the groups (a) were 'reminded' in some detail of the four 'Bon Voyage' programmes and were asked in each case to write down whether or not they had viewed it; (b) were given a list of twenty-six of the French words and phrases presented in 'Bon Voyage' and were asked to write down each one's English meaning opposite it; (c) were given the same list of twenty-six words and phrases and asked to choose the correct meaning from six profiered words (multiple choice); <sup>3</sup> (d) were asked to write down answers to a number of questions about facts actually presented in the programme; (e) were given an attitude test dealing with issues concerned directly or indirectly with making a trip to France.

The list of French words and phrases contained such terms as 'parlez vous Anglais,' 'où est,' 'l'addition,' 'timbre,' 'douane,' 'pourboire,' 'la gare

<sup>&</sup>lt;sup>3</sup> The reason for testing by both creative response and multiple choice methods was to provide an estimate of learning at each of two different levels of intensity, thereby broadening the picture of effect achieved.

routière,' 'toujours tout droit.' These twenty-six words and phrases were, it should be pointed out, all presented with a serious teaching intention, practically all of them being shown in caption form and the appearance of no one of the

in the programme being merely incidental.

In the test of factual knowledge there were questions about twenty-nine of the facts presented in the programme and some examples follow: (i) About how many French francs are there to the English pound? (ii) If you were tipping a porter in France, how much would you be expected to give him for each piece of luggage he handled for you? (Answer in English or in French money). (iii) If you were getting a passport where would you expect to get it? Here, too, of course, each of the facts selected for testing had been presented in the programme with a serious teaching intention. In marking answers, a fair margin of error was allowed (e.g., that there are anything from 800 to 1,200 francs to the English pound).

The attitude test consisted of a set of twenty-eight statements each dealing with one of the various issues which it was intended to treat in the programme and they took the following forms: (i) You don't need to know much French to 'get-by' on a short visit to France; (ii) It would probably be quite a lot of trouble making arrangements about passport, money, transport, customs, and so on. (iii) I know so little about French money that I would probably be swindled. The statements were listed and the subject had to indicate in respect of each of them whether he 'agreed strongly,' agreed,' 'disagreed,' 'disagreed strongly,' or simply had 'no opinion' on the matter. The response chosen was underlined.

Assessments and classifications were also made in respect of six variables proposed as possible matching criteria. For this purpose the following information was required: (a) age and sex; (b) educational level achieved; (c) job at present or before marriage; (d) whether or not subject had ever (i) visited France, (ii) studied the French language; (e) score on a short test of French terms not presented in 'Bon Voyage.' The latter test included only five words and these are referred to hereafter as 'control words.' For the purposes of testing, they were scattered amongst the other twenty-six. The answers to (d) (i) and (ii) required only a 'yes' or a 'no.' The information about education and occupation was collected on a standard form developed in Audience Research for general research purposes and on the basis of this information occupational and educational classifications were made.

The tests were all of a paper and pencil kind. All subjects were assured of their *anonymity* and there was a lot of emphasis on the need for constant effort and for frankness. In all tests, abundant time was given and naturally there were no penalties for poor grammar.

### III.—FINDINGS.

(1) Details related to the design and to the analysis:

Selecting the stable correlates.—The first analysis of results was made with the aim (already stated) of determining, for each of the three separate variables under study, that combination of the proposed matching characteristics having the highest multiple-association with the variable concerned. Table I gives the main results. From Table I, it will be seen that the matching criteria for use in the study of changes.

<sup>4</sup> The word knowledge tests, the questions about facts and the attitude test which were used in this study are set out in the appendix referred to on page 32, and stated there to be obtainable from the Documents Unit of the D.S.I.R. This appendix also contains an information form and the classifications of occupational background and of educational level referred to on page 33.

TABLE I
THE PROPOSED MATCHING CRITERIA.

Variable under study	Stable correlates selected (in order of priority) Variable Correlation	Multiple Correlation Achieved	
Knowledge of French words and phrases pre- sented in 'Bon Voyage'	Control words +0.78 Educational level +0.59 Occupational level +0.58	+0.82 (first two) +0.85 (all three)	
Knowledge of facts presented in 'Bon Voyage'		+0.63 (first two) +0.65 (first three) +0.65 (all four)	
Attitude on issues related to visiting France	Control words $+0.48$ Visit to France $+0.34$ Occupational level $+0.39$	+0.54 (first two) +0.55 (all three) <sup>2</sup>	

<sup>1</sup> Those who had made a visit in the past were more favourably and confidently disposed to making a further visit,

<sup>2</sup> To have selected more correlates than those shown would in the case of each of the variables under study, have involved no appreciable increase in the multiple association (see Wherry Doolittle formula).

in word knowledge are 'control words' and 'educational level'; the use also of 'occupational level' would have improved the matching, but by too small a margin to warrant the additional computation involved. It will also be seen that the matching criteria for the study of changes in both knowledge of facts and attitude were 'control words' and 'whether or not subject had ever visited France.'

The three main's cores of the non-viewing group were then separately adjusted (each according to its relevant matching criteria) to give the results set out in Table II.

The Adequacy of the Corrections.—In the section on Design, it was stated that a built-in check was being used to find out if the correction device described in that section had, in fact, eliminated pre-broadcast differences between the groups. A full description of this relatively complex process and of its outcome is given in the Appendix,4 but for the moment it may be taken that this outcome ensured that high degree of confidence may be attached to the assumption that the residual (or corrected) differences between the two groups represent relatively 'pure' effects—i.e., that the correction device was markedly successful.

(2) Effects of the programme.

The degree of exposure achieved.—The effect of the series must, of course, be related to the amount of it seen by the viewer. The number of 'Bon Voyage' programmes seen by persons coming to Broadcasting House as members of the viewer group (post-broadcast) was, expressed as an average, 1-6 (out of 4). Some 59 per cent. saw only one of them, 28 per cent. saw too, and the remaining 13 per cent. saw either three or four. Even where two of the four programmes were viewed, these two tended not to be consecutive. This suggests that exposure to the programme was not more than partial and that there was relatively little continuity of viewing.

Changes produced.—Table II sets out the main findings and shows also the influence of the correction procedures used.

TABLE II

CHANGES PRODUCED (POST BROADCAST GROUPS).

	Variable under study	Non viewe Unadjusted Averages	Adjusted Averages	Viewers' Scores (Averages)	Significance of Difference
	Knowledge of words pre- sented in 'Bon Voyage' Creative Response <sup>1</sup> Multiple Choice <sup>1</sup>	4·89 <sup>4</sup> 9·47	5·31 9·97	6·21 11·68	P=·023 P=·001
	Knowledge of facts pre- sented in 'Bon Voyage '2'  Attitude on issues related	8·54 +15·38	9·08 + 17·65	10.10	P= ·021
į	to visiting France.2	713.38	+17.03	+11.80	P=-005

<sup>1</sup> Score out of 26.

<sup>2</sup> Score out of 29.

<sup>3</sup> +17.65 represents a relatively favourable and confident attitude.

<sup>4</sup> These figures are unadjusted for 'attendance bias' (i.e., less than half the people invited actually attended); when such adjustments are made, however, the estimates of amount of change produced by the programme are virtually unaffected.

The figures in this table, taken along with those given in the appendix, constitute fairly conclusive evidence that the programme 'Bon Voyage' has led to a small but definite increase in its viewers' knowledge of both (a) the French words and phrases presented and (b) the facts presented, and that it has also produced a somewhat less favourable attitude towards visiting France.

The change in word knowledge at the creative response level was from 5·3 words known out of the twenty-six to 6·2 out of twenty-six (i.e., about 4 per cent. of the words which were new to the viewer were learned); at the multiple choice level it was from 10·0 to 11·7 (an 11 per cent. gain). Put another way, this means that there was a 4 per cent. gain at the level of actually volunteering the correct meaning and a further 7 per cent. at the level of merely recognising the right word (i.e., if it were seen). The score for factual knowledge rose from 9·1 out of twenty-nine to 10·1 (a gain of about 5 per cent.). Examples of the questions asked have already been given and it may be taken that the score of 9·1 means that viewers had, prior to the broadcast, a reasonable grasp of a little less than a third of the facts on which questions were asked.

A number of circumstances appear to have contributed to the relative smallness of these gains—circumstances which, it is important to note, are likely to dominate or to condition those teaching programmes which are meant to reach a wide or general viewing public. In the first place, 'Bon Voyage' was presented within the context of a larger, regular Tuesday programme for housewives. While this gave it a wide audience, it seems unlikely that the persons exposed to it tuned in specially for the teaching aspect of this somewhat a-typical section of the full programme; they appear, rather, to have been quite ordinary housewives, undistinguished by any particular desire to improve their French—adistinct from, say, an adult education class in French. In the second place, to hold this wide audience, the programme had to be a piece of genuine entertainment and this put an obvious limit upon the rigorousness of the teaching method which could be used. Thirdly, while there was no progressive fall in the size of the audience seeing successive programmes in the series, there was relatively

little continuity of viewing, viewers having seen on the average only 1-6 of the four 'Bon Voyage' programmes. The absence of continuity also meant that the intended summary and repetition in the last of the four programmes did not, in fact, operate as such to any marked degree. Of course, the tests were carried out several days after the broadcast of the last programme, so that quite a lot of time had passed since the first broadcast. This must mean that an appreciable amount of forgetting of French words and phrases and of facts had occurred between their presentation and the delivery of tests, so that what remained at the time of the tests was of a relatively durable nature. From a practical point of view this is as it should be, for the study was concerned with practical effects—that is, with more or less useful learning rather than lightly held impressions which fall away fairly readily. And for the same reason, it means that the assessment actually applied constituted no easy or generous test of the programme's effectiveness.

Despite these important qualifications, the gain, considered in any absolute sense, is small and the educationist will want to evaluate that gain against other criteria—perhaps against formal instruction. In doing this, however, one thing which it is important to keep in mind is that for most of the housewives receiving instruction through this programme, the only real alternative was no instruction at all.

Turning to changes in attitude produced by the programme, it may be taken that the pre-broadcast score of +17.65 represents a relatively confident and favourable attitude towards making a visit to France, and that a drop in score to +11.80 is a fairly substantial drop—though that final score still represents a somewhat favourable attitude.

Looked at in greater detail, the evidence indicates that, prior to seeing 'Bon Voyage,' some 78 per cent. agreed that "you don't need to know much French to 'get by' on a short visit to France," whereas only 55 per cent. were in agreement with this after seeing the programme. In the same way, the programme appears to have produced a 20 per cent. increase in the number of viewers who felt that they "knew so little about French money that they would probably be swindled."

There was appreciably less belief that "the arrangements for going to France were quite straightforward," slightly more apprehension about "what to order in a French cafe," and more uncertainty about the 'interestingness' of French food. Apprehensions concerning what to do about tipping were substantially increased. Confidence in ability to cope with the French transport system and with French money was somewhat reduced and there was an actual reduction in the proportion who had a "strong desire to spend a holiday in France."

While the direction of these changes may at first occasion some surprise (i.e., an *increase* rather than a decrease in apprehensions), it is easy enough to understand them and there is some profit of a general kind in trying to do so.

The main effort in this programme went into the provision of useful pieces of information aimed at helping the traveller to solve her difficulties and to make her visit a smooth and enjoyable one. This was done vividly and in an interesting way, but nonetheless a solution or a tip generally presupposes a difficulty, and unless the viewer is already aware of the difficulty, the outcome is likely to be the creation of apprehensions and worries rather than an allaying of them. In fact, what the evidence suggests is that far from being conscious of difficulties, the bulk of this audience had not, prior to the broadcast, given any informed thought to what actually would be involved in such a visit. Thus, prior to the broadcast, the great majority of them knew little French, had not been to France,

and yet were reasonably confident that the visitor could 'get by ' without knowing much French. In fact, what the programme seems to have done is to introduce the viewer, vividly and realistically, to the new and bewildering situations in which she would, as a foreigner in France, find herself. Language difficulties assumed their real importance as did cultural and other differences and, perhaps for the first time, she saw something other than a travel agent's version of France. The change, then, is not really surprising. What it does suggest, however, is that there are some real hazards inherent in any attempt to provide a mass audience with an informational service of this particular kind.

### V.—Summary.

1.—' Bon Voyage' was a television series designed to teach the viewer, in an interesting way, some French words and phrases and some general facts of the kind likely to be of use to the English visitor to France. It was hoped that the programme would also serve to reduce such apprehensions as the intending traveller might have about an inadequate knowledge of the language. This study was designed to find out to what extent the aims of the programme were

achieved. Paper and pencil tests were used.

2.—For various reasons, it was inadvisable to try to deliver the necessary tests both before and after exposure to the programme. The method used was to compare, after the broadcast, two groups of people, one of them being viewers who had seen all or part of the 'Bon Voyage' series and the other being made up of non-viewers who had not seen any part of it. Special adjustments were then made to the scores of the non-viewers to eliminate that portion of the difference in test scores between the two groups which arose out of conditions other than the exposure of the viewers to the programme (i.e., pre-broadcast differences). The exposure of the viewers to the programme had been quite normal, had taken place at home and had occurred without any knowledge on the part of the viewer that she would be tested subsequently. The results indicated that the programme had produced an increase in viewers' knowledge of the words and phrases, and of the facts presented, but that this was accompanied by an increase in viewers' apprehensions about language difficulties and about visiting France generally.

3.—It is suggested that such an increase in apprehensions is one of the

hazards inherent in an educational broadcast of this kind.

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### FURTHER STUDIES OF THE USE OF TELEVISION FOR UNIVERSITY TEACHING

By

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- C. R. CARPENTER
- W. S. RAY

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## FURTHER STUDIES OF THE USE OF TELEVISION FOR UNIVERSITY TEACHING

- . L. P. GREENHILL
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Last year the Instructional Film State University published a report on the use of closed-circuit television in university teaching. This article presents further results of the study, covering the second year of experimentation. L. P. Greenhill is research associate in the Department of Psychology and associate director of

the Instructional Research Program at The Pennsylvania State University. C. R. Carpenter is head of the Psychology Department and director of the Instructional Research Program. W. S. Ray is associate professor in the Department of Psychology and special advisor on experimental design to the Instructional Research Program.

THE RESEARCH program on televised instruction now in its second year at the Pennsylvania State University has as two of its principal objectives the following:

- 1. To determine whether or not good classroom instruction can be extended effectively to large numbers of university students by the use of closed-circuit television.
- 2. To attempt to improve the general quality of university teaching through the use of television both as a mode for presenting instruction and as a means for observing and studying instruction-learning processes.

In approaching these problems four research areas have been outlined. These may be summarized by four concepts: effectiveness, appropriateness, feasibility, and acceptability.

Effectiveness is a matter of primary importance. It relates to the relative effects on students' achievement of instruction presented by various methods with and without television. It is

<sup>&</sup>lt;sup>1</sup> This research program is supported by a grant from the Fund for the Advancement of Education.

believed that even with greatly increased college enrolments, a decrease in instructional effectiveness cannot be tolerated. Rather an improvement in effectiveness of instruction is greatly to be desired, in terms of academic achievement and personal growth, and development.

Appropriateness relates to the question of the suitability or lack of suitability of television for presenting various kinds of instruction, for instruction in different curriculums and courses or even in parts of courses. It relates also to the use of television in laboratory instruction, for the administration of tests and other specialized uses. Included in this concept is the idea of the reciprocal adaptation of courses to television and television to courses in order to maximize teaching and learning.

Feasibility includes problems of capital, operational and maintenance costs, and personnel requirements. In this area Penn State has made a basic approach by using relatively low-cost vidicon television equipment, by using standard classrooms with minimum adaptation for originating and receiving the televised instruction, by employing student personnel for engineering and camera operation, and by insisting on a teacher-centered approach to the development of instructional presentations over the television systems.

Acceptability, finally, includes studies of the acceptance of televised instruction on the part of students, faculty members, administration, and the university's larger constituency.

### RESEARCH PROJECTS-SPRING 1955

Emphasis is being placed on an experimental approach to the solution of defined problems. During the first semester's research in the spring of 1955 the principal comparisons made were between the usual methods of presenting instruction and methods of presenting the same unmodified instruction via television. These comparisons were made in three different courses: General Psychology, General Chemistry, and Psychology of Marriage.

A detailed account of this work has been published. Briefly the general results were that in 12 out of 13 tested comparisons no significant differences in student achievement were found.

<sup>&</sup>lt;sup>2</sup> CARPENTER, C. B.; GREENHILL, L. P.; and others. An Investigation of Closed-Circuit Television for Teaching University Courses. Instructional Television Research Project Number One. University Park: Instructional Film Research Program, Pennsylvania State University, July 31, 1955. 102 p.

### RESEARCH PROJECTS-FALL 1955

Nine courses were taught over closed-circuit television during the fall semester of 1955. These included: Air Science, General Chemistry (2 sections), Business Law, General Psychology (2 sections), Psychology of Marriage, Principles of Economics, Music Appreciation, Introduction to Education, and General Speech.

Twenty-four instructors and 2,400 students were involved in the various experiments during the semester. In all, about 17 experiments were conducted. Several of these included comparisons of televised and face-to-face instruction, but in the main they dealt with different and more detailed problems. It should be noted that some of the same problems were studied in the context of several different courses.

The problems may be classified under four main headings:

- 1. The effects on student achievement of varying the size of the classes in the TV receiving classrooms (range studied: 15 to 200 students).
- 2. The effects on achievement of the use of assistants to supervise television classes.
  - a. Amount of supervision (range studied: none to fulltime supervision).
  - kind of supervisor—student peer, seniors, graduate assistants, faculty.
- 3. The effects on students' achievement and attitudes of several different patterns of instruction designed to provide for students' questions, discussion, and problem solving:
  - a. Two-way microphone system.
  - b. Thirty-five minute lecture plus 15-minute discussion period led by graduate assistants.
  - c. Two lectures a week followed by a full period of discussion and problem solving led by graduate assistants.
  - d. Rotation of groups into and out of the TV origination room where the principal instructor presented the instruction.
- The use of a "free-choice" situation as a measure of students' attitudes towards the acceptance of televised instruction.

It would seem that closed-circuit television provides unusual opportunities for educational research. In a given course it is

possible to assign the students randomly to groups, give them all the same instruction simultaneously, by the same instructor, and at the same time vary the methods of treating comparable groups. For example, such problems can be attacked as class size, amount of supervision, opportunities for questions, the use of incentives, assigned or voluntarily chosen supplementary study, personal counseling.

Comparisons between methods of presentation are more complicated because they involve random assignment of students across course time sequences, but this can be achieved by modified registration procedures. Furthermore, an experiment can be conducted with one set of variables, for say a month, and then after an examination and the reconstitution of groups, another experiment can be conducted in the same course.

#### SUMMARY OF RESULTS-FALL 1955

Comparisons between face-to-face and televised instruction. Comparisons between face-to-face and televised instruction were possible in two courses: General Chemistry (2 sections) and Business Law. No significant differences in achievement were found. In other words, no differences in effectiveness between face-to-face and televised instruction were detected.

In Chemistry it was also possible to compare the achievement of the students who sat in the front five rows of the lecture-demonstration auditorium with that of the students who sat in the second five rows and the third five rows. No significant differences were found between these randomized groups.

Class size comparisons. The problem of the size of classes in the television receiving rooms relates to the physical facilities of a university which usually include rooms of various sizes. It would be very desirable if large groups and small groups could be taught via television with equal effectiveness. This question was studied in five different courses: Air Science (ROTC) (range: 20 to 200 students), Chemistry (2 sections) (range: 14 to 43 students), Economics (range: 15 to 45 students), Music Appreciation (range: 15 to 92 students), Psychology (2 sections) (range: 21 to 150 students). With one exception, no significant differences in achievement were found in these comparisons.

The one exception was in Music Appreciation where, on the first examination in the course, one group of 40 students had a

significantly higher mean achievement score than the other groups. On the second examination no significant differences were found between this group and other comparable groups.

Amount of supervision. The amount of supervision in the several television receiving rooms was varied in the Psychology course during the second five weeks of the semester. Some classes had no supervision except for a graduate assistant who recorded attendance and then left the room. Other classes were supervised for part of each class period (one assistant monitored several rooms). Finally, some classes had full-time supervision. During this part of the study the graduate assistants merely kept attendance records, acted as observers and maintained a "reasonable" level of discipline. They were also rotated among the groups.

Comparisons of the achievement scores of the groups revealed no significant differences as a result of these varied treatments of supervision or "monitoring."

Kind of supervisor used. During the first semester of the project faculty members were used as observers and supervisors in the TV receiving rooms. Graduate students were used as teaching assistants in most TV classes during the fall semester of 1955. However, in the Air Science course it was possible to conduct an experiment in which proctors of varying status were used in the different receiving rooms. These rooms were supervised: (a) by a staff instructor, (b) by a cadet officer (senior), (c) by a student selected from the class, and finally, (d) one classroom was unproctored. Comparisons of students' mean achievement scores among all these groups revealed no significant differences.

It should be noted here that students in the ROTC classes are accustomed to discipline in their military classes, and thus these situations may not be typical of other college classrooms. For example, in one course, Music Appreciation, it was not possible to provide a teaching assistant in each room at all times. A staff member recorded attendance in each class, then left. Many students in this course reported on an attitude survey that they were disturbed by other students who talked during the playing of musical selections. An effort was made to reduce talking by an appeal to students to develop an honor system and to exercise self-discipline.

During the current semester (spring 1956) most television classes are supervised either by seniors or by graduate assistants who perform a variety of tasks.

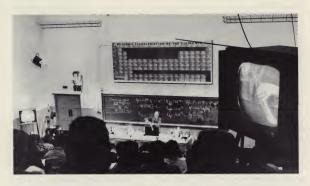
The use of two-way communication system. One approach to the problem of providing for questions from students in TV class-rooms is to install two-way communication between these and the origination room. In the Air Science course during the final five weeks of the semester it was possible to make comparisons between the achievement of students in two rooms equipped with microphones and the achievement of students in two rooms not so equipped.

From time to time during his presentation the instructor would pause and ask for questions. Students in the rooms with microphones would then ask questions which would be repeated and answered by the instructor so that everyone could hear them. Students asked a number of questions but comparisons of achievement scores of the groups showed no significant differences; nor were there differences in general attitude towards the course as a result of opportunities for two-way communication. This method will be given further study in other courses.

Thirty-five-minute lecture followed by 15-minute discussion. During the last five weeks of the General Psychology course it was possible to make experimental comparisons between several treatments which involved a 35-minute lecture presentation followed by a 15-minute discussion period used in the following ways:

- 1. Some groups of students had a 15-minute discussion led by graduate students. The principal instructor provided some material to be used for "starter" questions if necessary.
- 2. Some groups by means of TV observed and listened to a discussion conducted by the principal instructor with a group of eight students in the origination room. This observation of discussion was called "vicarious" discussion.
- 3. Other groups were given no opportunity for such discussion. These students could study their notes or textbooks or leave the classroom.

Analysis of results indicated no significant differences in academic achievement; nor were there differences in general attitude toward the course as indicated by a rating of level of appreciation of the course. However, there was a highly significant difference (p<.01) in attitude toward the discussion arrangement. The groups which were given an opportunity for direct discussion were much more favorable toward this discussion arrangement than were students who "listened in" or did not have any discussions.



General chemistry auditorium. During the spring 1956 semester, a simple TV camera is being used to televise demonstrations to six receivers located in the auditorium so that all students may obtain a close-up view of the demonstrations.



Small origination classroom during the televising of a learning experiment in general psychology. There are no students present in the origination room during the presentation of this course.



A professor of economics makes use of self-prepared graphic materials during a televised presentation in the economics course. Twenty students are present in the origination room during the presentation of the instruction.



Typical television classroom during presentation of learning experiment in general psychology. Two 24" receivers are provided in classrooms of this size which seat approximately fifty students. The receivers are placed on the window side of the room to avoid reflections.

sion. This study was repeated in two different class sequences with similar results.

A non-experimental comparison was made in the Economics course. For the first half of the semester the instructor presented a 40-minute lecture each day which was followed by a 10-minute discussion and problem-solving period led by graduate students. The principal instructor visited a different class each day during this 10-minute period. During the second half of the semester the principal instructor gave two 50-minute lectures a week over the television system and a third 50-minute period was used for discussion and problem solving under the leadership of graduate assistants. A poll of student preferences indicated that the latter pattern was preferred over the former in proportion of 7 to 3. It was believed that the longer period gave a better opportunity to work on problems or to develop discussion to a fruitful stage.

Rotation of students into and out of the TV Origination room. The professor who taught the Business Law course preferred to have a large audience in his origination room. In this course it was possible during the first four weeks to have 50 students continuously in the origination room, 50 continuously in a receiving room, while two other groups spent two weeks in the origination room and two weeks in receiving rooms. Comparisons of achievement revealed no significant differences among any of the groups.

During the next four weeks the TV-room and originating-room groups changed places and the other two groups continued their fortnightly rotation. Thus at the end of eight weeks comparisons could be made between groups that rotated fortnightly or monthly. Again, no significant differences in achievement were found.

The use of a "free choice" as an indication of students' attitudes towards the value of televised instruction. Some difficulty has been experienced in obtaining what are considered to be valid indications of students' attitudes towards televised instruction when attitude questionnaires are used. A study of student responses indicates a confounding of attitudes toward the instructor, toward the course, as well as toward the methods of presentation. Furthermore, unless students have experienced the same course from the same instructor by both methods—face-to-face and via television—it is difficult for them to make a judgment about which is better. Also, doubts are often raised about the validity of verbal responses.

In the General Chemistry course an experimental design was developed which permitted students to make a free choice after periods of instruction via television and face-to-face. This experiment was replicated in two different class sequences. Since the procedures and results were identical only one sequence will be described here.

In this class sequence 312 students enrolled for the lecturedemonstrations were randomly divided into two equal groups. One group received direct instruction in the origination auditorium for the first five weeks of the semester while the other group simultaneously received the same instruction via television in five smaller classrooms in a different part of the building. The laboratory and recitation periods were not televised.

After an examination the groups exchanged places for a second five weeks. Following a second examination all 312 students were brought into the auditorium where the instruction was originated, and were randomly assigned to seats. After two lecture-demonstration periods under this condition they were told that they would be free to retain their present seats or move to a television room. This free-choice opportunity was given for three periods. Prior to the last free-choice period the students were told that on the next class day the seat and room they chose would be permanent for the remaining four or five weeks of the semester.

The third period, then, was an important choice point which required definite action. Unfortunately circumstances did not permit of the prior collection of verbal attitude responses which could be validated against actual behavior. This step is being taken in two courses of the current semester.

There was much speculation at the time as to how many students (if any!) would elect to go back to the television receiving classrooms.

By actual count 109 students went to TV rooms on the first free-choice day, 106 on the second day, and 104 on the final free-choice day when the choice became permanent. In total this constituted about one-third of the students. If the 18-row classroom is divided at the ninth row it can be seen that slightly more than 50 percent left from the rear half of the room and nearly 20 percent left from the front half. (Figure 1.) The choices were very stable for the three free-choice days, with only a few students vacillating back and forth.

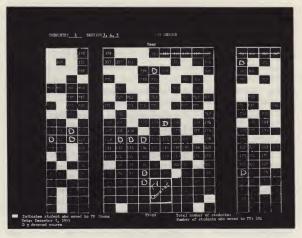


Figure 1

Plan of the general chemistry auditorium. The white squares indicate seats vacated by students who preferred to receive the course on television during the final five weeks of the semester.

The proportions were almost identical in the second-class sequence of General Chemistry.

Beginning about two weeks after the final free-choice day interviews were conducted with samples of students drawn from (a) those who left from the rear of the auditorium, (b) those who remained in the rear, and (c) those who left from the front. These interviews were conducted out of class on an individual basis by an experienced interviewer who endeavored to probe for reasons which determined the choices made by students.

The reasons given by students who chose to receive the instruction by television were:

- 1. They thought that they could see and hear better.
- 2. There were fewer distractions.
- 3. They claimed that their attention was directed by the TV cameras and screen to what they should see.

 $4.\ Room$  conditions and seats were more comfortable in the smaller TV receiving rooms.

The reasons given for remaining in the large auditorium were:

- 1. Color in the demonstrations was considered important.
- Smells produced by chemical reactions were considered important.
- 3. The blackboard was visible for longer periods, even after the professor had progressed to a new topic.
- 4. Some expressed a vague feeling that it was better to stay in the large auditorium even if the seats assigned were at the rear of the room,
  - 5. A few expected to be moved up to the front of the room.

The students were also asked how certain they were that they had made the right choice. The students in the TV rooms were more certain than were those who remained in the rear half of the large auditorium. This may be an indication of the fact that only the students who had definitely positive attitudes towards televised instruction moved out of the large auditorium, whereas those who remained included, in addition to those who might be strongly negative, a proportion who were neutral or somewhat ambivalent. Most of the attitude questionnaires in the various courses have indicated a fairly large neutral group.

Other problems. Two other problems were investigated. During the first semester (spring 1955) many students in the Chemistry course reported that note-taking was a problem because the cameras did not remain focused on the blackboard notations after the instructor had commenced to develop a new topic. In an attempt to remedy this problem mimeographed lecture outlines (one to two pages per lecture) were provided for all students in the course during the semester under review (fall 1955). In response to a questionnaire about the difficulties of note-taking in this course, most students indicated "fairly easy," and there was no marked difference between the responses of the students in the large auditorium and those in the TV classrooms. Prepared notes seemed to solve the problem.

The question of viewing distance from a TV receiver was also studied to a limited extent. In general, a standard has been adopted which is based on some earlier research by the Instructional Film Research Program.' This standard requires that no student be seated further than 12 screen widths from a TV receiver. This amounts to 21 feet for a screen 21" wide. The 24" receivers have screens 21" wide, or 24" on the diagonal.

However, in the General Psychology and Air Science courses the enrolments made it necessary to use a large auditorium as a TV receiving room. One hundred fifty to 200 students were randomly assigned to seats in this room. Four 24" receivers were placed across the front of the room. In each course approximately 100 students were seated within the 21-foot viewing distance mentioned above. The additional students were seated in a "zone of possible disadvantage" which extended from 21' to 35' from the TV screens. A careful check was made on the academic achievement of these groups, but no significant differences were found. However, it is possible that in both of these courses, no very strong demands were made on visual learning.

During the current semester (spring 1956) the large room has been rearranged and six receivers have been provided so that the 12-screen-widths standard can be maintained as a maximum viewing distance.

#### MEASUREMENT

In view of the number of nonsignificant differences obtained a question might be asked about the sensitivity of the achievement measures used in the various experiments. In other words, it is possible that there are differences resulting from some of the treatments but the tests are failing to measure them.

In practically all of the courses under study, objective tests were used. Tests were of a type generally employed in the evaluation of student achievement in university courses or in educational research. They were usually prepared by the professors in charge of the courses, although in some instances they are prepared by several members of a department working as a group. Assistance was also provided by members of the staff of the Instructional Research Program.

A special effort has been made to achieve adequate reliability values by developing tests of satisfactory length and by the avoidance of ambiguity in the wording of items. Furthermore, in most courses, an effort has been made to include items which cover

<sup>&</sup>lt;sup>3</sup> ASH, PHILIP. Optimum Physical Viewing Conditions for a Rear Projection Daylight Screen. SDG Technical Report 269-7-37. Instructional Film Research Program, Pennsylvania State University, Port Washington, L. I., N. Y.; Special Devices Center. Oct. 12, 1953, 17 p.

material presented in the lectures in addition to that available in the textbooks. Where appropriate, problem-type items are included which are intended to test knowledge and application of principles as well as recall of detailed facts.

Special efforts are being made to develop tests for measuring learning which results from the visual presentation of material.

### WORK IN PROGRESS DURING THE SPRING 1956 SEMESTER

During the spring 1956 semester, 12 courses are being presented over television with a total of 14 sections: General Psychology (2 sections), Introductory Accounting, Principles of Economics, General Speech, Business Law, Political Science, Sociology, Music Appreciation, Air Science, Introductory Course—Education, General Chemistry (2 sections), and Electrical Engineering. These are principally introductory courses in which enrolment pressures are high. Some 3300 students are involved and there are 38 hours of televised classes each week. The problems under study may be summarized briefly as follows.

- 1. Adaptation. During the first semester of the project courses were televised with little-or no adaptation to television. In the fall 1955 semester instructors in various courses began to explore the possibilities of making use of the potentialities offered by television for presentation of instructional materials. It was apparent that much could be done in this direction without making a classroom presentation into a commercial "show." During the current semester more systematic efforts are being made to capitalize on the potentials of television for presenting close-ups, demonstrations, short films, guest speakers, discussion panels, still pictures, slides, diagrams, and other graphics. Some instructors are originating their presentations from a small classroom with no students present; others have 15 or 20 students in the origination room; still others prefer a large origination room with 100 to 150 students.
- 2. Teaching assistants in TV classrooms. Efforts are being made to use teaching assistants more effectively in the TV classrooms. Their duties may include: taking attendance, leading discussion sections, answering questions, proctoring examinations, writing examination questions, correcting examinations, counseling students individually or in small groups out of class, keeping careful records of what is taught, systematically observing student

behavior, and meeting with the principal instructor to discuss teaching methods and to report student reactions to the presentations.

3. The free-choice technique is being extended to two other courses-Political Science and Business Law. In the Political Science course approximately 220 students were given five weeks of instruction in TV receiving rooms followed by five weeks of instruction in a lecture auditorium. Following this the students were asked to express their preference for televised or face-to-face instruction for the remainder of the semester. These verbal preferences indicated that 51 percent would prefer televised instruction and 49 percent face-to-face instruction in the auditorium. A week later the students were told that they would have a free choice between instruction in the TV receiving rooms and face-to-face instruction in the auditorium. This free choice was repeated on two successive class periods. The actual choices showed that 71 percent of the students went to the TV receiving rooms and 29 percent to the auditorium where the instruction originated for the remainder of the semester. A follow-up study is being made of the students whose actual behavior was different from their verbal expression of preference.

In the Business Law course after eight weeks of instruction in which groups of students rotated every two weeks between the TV receiving rooms and the lecture auditorium the students were asked to express a verbal preference for the remainder of the semester. Forty-two percent indicated a preference for television, 54 percent preferred face-to-face instruction, and 4 percent indicated no preference. A week later when an actual free choice was given 47 percent of the students went to the TV classrooms and 53 percent to the lecture auditorium.

- 4. Additional courses are being sampled for appropriateness (four new courses have been added) and are in exploratory periods preparatory for experimentation.
- 5. Other ways of using TV are being investigated, for example, as a means of fully utilizing large auditoriums, by televising the demonstrations through four or six receivers situated in the same room.
- 6. Several equipment problems are being studied. Comparisons are being made among several methods of sending the television signals to the receiving classrooms. Work is being done to deter-

mine the suitability of low-cost television cameras (Dage Models 60B and 101) for classroom use. Low-cost equipment for making kinescope recordings is under development and its application is being planned.

It is expected that a complete report on these and other phases of the Instructional Research Program will be available during the fall of 1956.

Scanned from the National Association of Educational Broadcasters Records at the Wisconsin Historical Society as part of "Unlocking the Airwayes: Revitalizing an Early Public and Educational Radio Collection."



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